DOCUMENT RESUME

ED 411 872 IR 056 699

AUTHOR	Weller, Carolyn R., Ed.; Brandhorst, Ted, Ed.
TITLE	ERIC Clearinghouse and Support Contractor Publications, 1996. An Annotated Bibliography of Digests, Information Analysis Products, and Other Major Publications of the ERIC Clearinghouses and Support Contractors Announced in "Resources in Education" (RIE) January-December 1996.
INSTITUTION	ERIC Processing and Reference Facility, Laurel, MD.; Computer Sciences Corp., Laurel, MD.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.; Educational Resources Information Center (ED), Washington, DC.
PUB DATE	1997-08-00
NOTE	101p.; For the 1995 edition, see ED 395 595.
PUB TYPE	ERIC Publications (071) -- Reference Materials - Bibliographies (131)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Abstracts; Annotated Bibliographies; *Citations (References); Clearinghouses; Education; Educational Research; Federal Programs; Literature Reviews; Nonfiction; Publications; Resource Materials; State of the Art Reviews
IDENTIFIERS	Educational Information; ERIC

ABSTRACT

This annotated bibliography provides citations, abstracts, and indexes for the 224 documents produced by the 16 Educational Resources Information Center (ERIC) Clearinghouses in 1996. These publications consist of digests, bibliographies, state of the art reviews, and information syntheses of various types. An introduction describes the ERIC system, clearinghouse publications, the organization of this bibliography, the availability of clearinghouse publications, and adjunct clearinghouses. A statistical summary by year (1968-1996) shows the number of publications included for each clearinghouse in the series of which this bibliography is the most recent. Document resumes are provided from the following clearinghouses: (1) Adult, Career and Vocational Education; (2) Counseling and Student Services; (3) Reading, English, and Communication; (4) Educational Management; (5) Disabilities and Gifted Education; (6) Languages and Linguistics; (7) Higher Education; (8) Information and Technology; (9) Community Colleges; (10) Elementary and Early Childhood Education; (11) Rural Education and Small Schools; (12) Science, Mathematics, and Environmental Education; (13) Social Studies/Social Science Education; (14) Teaching and Teacher Education; (15) Assessment and Evaluation; and (16) Urban Education. Indexes by subject, personal author, and institution are provided. A diagram of ERIC system components and a directory of ERIC components with addresses, telephone, tax, and phone numbers, and brief descriptions of the clearinghouses' scope areas is also provided. A form for ordering microfiche or paper copy of ERIC Clearinghouse publications from the ERIC Document Reproduction Service is attached. (AEF)

ED 411 872

ERIC®

Clearinghouse and Support Contractor Publications

1996

EDUCATIONAL RESOURCES INFORMATION CENTER

IR056699

Office of Educational Research and Improvement

U.S. DEPARTMENT OF EDUCATION

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- ☐ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

Educational Resources Information Center (ERIC)

Clearinghouse and Support Contractor Publications

1996

An Annotated Bibliography of Digests, Information Analysis Products, and Other Major Publications of the ERIC Clearinghouses and Support Contractors Announced in *Resources in Education* (RIE) January-December 1996

August 1997

Carolyn R. Weller
Ted Brandhorst

Editors

ERIC Processing and Reference Facility
1100 West Street
Laurel, Maryland 20707

This publication was prepared with funding from the U.S. Department of Education, Office of Educational Research and Improvement, under contract number RR94002001 with Computer Sciences Corporation (CSC). The opinions expressed in this publication do not necessarily reflect the positions or policies of the U.S. Department of Education.

Table of Contents

Page

INTRODUCTION

The ERIC System ... v
ERIC Abstract Journals ... v
ERIC Clearinghouse and Support Contractor Publications ... vi
Bibliographies of ERIC Clearinghouse and Support Contractor Publications ... vi
Organization of This Bibliography ... vii
Availability of ERIC Clearinghouse and Support Contractor Publications ... vii
Adjunct ERIC Clearinghouses ... vii
ACCESS ERIC ... viii
AskERIC ... viii
Sample ERIC Resume ... ix
Statistical Summary — By Clearinghouse by Year (1968-1996) ... x

DOCUMENT RESUMES

(Arranged by Announcing Clearinghouse)

CE — Adult, Career, and Vocational Education ... 1
CG — Counseling and Student Services ... 6
CS — Reading, English, and Communication ... 12
EA — Educational Management ... 14
EC — Disabilities and Gifted Education ... 16
FL — Languages and Linguistics ... 17
HE — Higher Education ... 20
IR — Information and Technology ... 22
JC — Community Colleges ... 25
PS — Elementary and Early Childhood Education ... 29
RC — Rural Education and Small Schools ... 32
SE — Science, Mathematics, and Environmental Education ... 35
SO — Social Studies/Social Science Education ... 36
SP — Teaching and Teacher Education ... 39
TM — Assessment and Evaluation ... 40
UD — Urban Education ... 41

(Arranged by Adjunct Clearinghouse)

Art Education ... Adj-1
ESL Literacy Education ... Adj-1
Law-Related Education ... Adj-3
U.S.-Japan Studies ... Adj-3

INDEXES

Subject Index ... 45
Author Index ... 67
Institution Index ... 73

APPENDIXES

ERIC-at-a-Glance (ERIC system components graphically displayed) (ERIC Ready Reference #19)
ERIC Clearinghouses (and Other Network Components) (ERIC Ready Reference #6)
ERIC Document Reproduction Service (EDRS) — Order Form

Introduction

The ERIC System

The Educational Resources Information Center (ERIC) is a national information system designed to provide users with ready access to an extensive body of education-related literature and other educational resources. Established in 1966, ERIC is supported by the U.S. Department of Education, Office of Educational Research and Improvement, National Library of Education.

The ERIC database, the world's largest source of education information, contains more than 900,000 abstracts of documents and journal articles on education research and practice. Each year approximately 30,000 new records are added. The ERIC database is available in many formats at hundreds of locations. The ERIC database can be accessed online via commercial vendors and public networks, on CD-ROM, or through the printed abstract journals, *Resources in Education* (RIE) and *Current Index to Journals in Education* (CIJE). The database is updated monthly (quarterly on CD-ROM), ensuring that the information received is timely and accurate.

The ERIC system, through its 16 subject-specific Clearinghouses, associated adjunct Clearinghouses, and support contractors, provides a variety of services and products that can help users stay up-to-date on a broad range of education-related issues. Products include research summaries, digests, bibliographies, reference and referral services, computer searches, and document reproductions.

ERIC is at the forefront of efforts to make education information available through computer networks. ERIC is available to thousands of teachers, administrators, parents, students, and others through electronic networks, including the Internet, World Wide Web, CompuServe, and America Online. Network users can read and download information on the latest education trends and issues. On some systems, users can direct education-related questions to AskERIC and get a response from an education specialist within 48 hours.

ERIC Abstract Journals

Documents and journal articles selected for the ERIC database are announced in two printed abstract journals each of which corresponds to an electronic file that is made available for computer searching (online, CD-ROM, Internet, etc.) on a worldwide basis.

Resources in Education (RIE) is a monthly abstract journal devoted to the document literature. Each issue announces approximately 1100 documents. RIE is published by the U .S. Government Printing Office (GPO) and is available on subscription from GPO.

Current Index to Journals in Education (CIJE) is a monthly index journal that cites journal articles from over 900 education periodicals/serials. The core journal literature in the field of education is covered, as well as numerous other education-related articles appearing in journals peripheral to the field. Each issue of CIJE announces approximately 1500 journal articles. CIJE is available on subscription from Oryx Press.

ERIC Clearinghouse and Support Contractor Publications

In addition to collecting the literature of education for announcement in RIE and CIJE, the ERIC Clearinghouses analyze and synthesize the literature into research reviews, bibliographies, state-of-the-art studies, interpretive studies on topics of high current interest, digests, and many similar documents designed to meet the information needs of ERIC users. These publications are announced in RIE and are available in the ERIC microfiche collections provided by the ERIC Document Reproduction Service (EDRS).

Bibliographies of ERIC Clearinghouse and Support Contractor Publications

Periodically, ERIC prepares bibliographies of its Clearinghouse and other support contractor publications. Only substantive publications are selected for these bibliographies. Routine brochures, accession lists, computer searches, newsletters, etc., are not normally included. This is the twenty-seventh bibliography in the series. All items in the series to date are listed below.

	Accession Number of Bibliographies	Pages	Period Covered	Number of Items
1.	ED-029 161	24 p.	FY 1968	149
2.	ED-034 089	34 p.	FY 1969	240
3.	ED-041 598	47 p.	FY 1970	366
4.	ED-054 827	54 p.	FY 1971	416
5.	ED-077 512	55 p.	FY 1972	415
6.	ED-087 411	74 p.	FY 1973	396
7.	ED-126 856	144 p.	FY 1974-75	534
8.	ED-168 608	168 p.	FY 1976-1977 (through Dec. 1977)	600
9.	ED-180 499	74 p.	JAN-DEC 1978	211
10.	ED-191 502	58 p.	JAN-DEC 1979	159
11.	ED-208 882	64 p.	JAN-DEC 1980	176
12.	ED-224 505	72 p.	JAN-DEC 1981	173
13.	ED-237 098	61 p.	JAN-DEC 1982	181
14.	ED-246 919	52 p.	JAN-DEC 1983	117
15.	ED-261 711	61 p.	JAN-DEC 1984	142
16.	ED-271 125	62 p.	JAN-DEC 1985	176
17.	ED-283 535	89 p.	JAN-DEC 1986	229
18.	ED-295 685	86 p.	JAN-DEC 1987	239
19.	ED-308 881	90 p.	JAN-DEC 1988	284
20.	ED-321 774	82 p.	JAN-DEC 1989	256
21.	ED-335 060	120 p.	JAN-DEC 1990	355
22.	ED-348 053	96 p.	JAN-DEC 1991	262
23.	ED-358 865	87 p.	JAN-DEC 1992	275
24.	ED-369 420	111 p.	JAN-DEC 1993	267
25.	ED-394 527	69 p.	JAN-DEC 1994	211
26.	ED-395 595	73 p.	JAN-DEC 1995	213
27.	ED-xxx xxx	77 p.	JAN-DEC 1996	224
			TOTAL (1968-1996)	7,266

This bibliography covers the calendar year period from January through December 1996. It lists a total of 224 documents. Publications that have been produced through the cooperative endeavors of two or more Clearinghouses, or by ERIC Support Contractors other than Clearinghouses, have been listed under the Clearinghouse processing the item for announcement in the ERIC abstract journal *Resources in Education* (RIE).

Organization of This Bibliography

The format and arrangement of citations in this bibliography conform to that in the original announcement in RIE. Citations are arranged by Clearinghouse. Within each Clearinghouse section, documents are listed in accession number order. The content of the citations is the same as that in RIE. A sample citation is provided immediately preceding the citation section.

Three indexes are provided: Subject, Personal Author, and Institution. Index entries lead the user to an accession number. The Clearinghouse section in which the item is listed is indicated by a two-character alphabetic code in parentheses following the accession number, e.g., ED-123 456 (TM).

Availability of ERIC Clearinghouse and Support Contractor Publications

ERIC Clearinghouse publications are published by the individual ERIC Clearinghouse responsible for producing them. As long as stocks last, original copies are usually available directly from the responsible Clearinghouse. In addition, however, they are announced in RIE. They are then contained in all ERIC microfiche collections and may be ordered in microfiche or paper copy from the ERIC Document Reproduction Service (EDRS).

For instructions on how to order materials from EDRS, see the appendixes in the back of this publication.

Adjunct ERIC Clearinghouses

An Adjunct ERIC Clearinghouse is an organization having a special interest in a topic within a regular ERIC Clearinghouse's scope and willing to affiliate itself with that Clearinghouse, at no cost to ERIC, for the purpose of improving bibliographic control over the literature in the special interest area.

There are currently a total of ten Adjunct ERIC Clearinghouses: Child Care; Clinical Schools; Consumer Education; Entrepreneurship Education; ESL Literacy Education; International Civic Education; Law-Related Education; Service-Learning; Test Collection; and U.S-Japan Studies. During 1996, some of these organizations produced publications of their own. These publications are highlighted in a special "Adjunct" resume section immediately following the arrangement of resumes by announcing Clearinghouse. Resumes for Adjunct ERIC Clearinghouses also appear under the Clearinghouse which announced them in RIE.

ACCESS ERIC

ACCESS ERIC is a component of the ERIC system specifically responsible for facilitating access to ERIC and to the information that it contains. Users who are uncertain as to exactly which ERIC component to contact may call ACCESS ERIC's toll free number (800-LET-ERIC (538-3742)) for advice and consultation.

AskERIC

AskERIC is an Internet-based question-answering service operated by the ERIC Clearinghouse on Information and Technology (IR). Questions directed at AskERIC's Internet address (askeric@ericir.syr.edu) are answered within 48 hours either by IR staff or by the staff of the appropriate ERIC component. Answers are directed back to the user's own Internet address.

ERIC® Ready Reference #3
Revised August 1997

Sample Document Resume

(for *Resources in Education*)

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

ED 654 321 — CE 123 456 — **Clearinghouse Accession Number**

Author(s) — *Butler, Kathleen* — *Smith, B. James*

Title — **Career Planning for Women.**

Institution. (Organization where document originated.) — Central Univ., Chicago, IL.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Spons Agency — Office of Educational Research and Improvement (ED), Washington, DC.

Report No. — ISBN-0-3333-5568-1; OERI-91-34 — **Report Number**—assigned by originator.

Date Published — Pub Date — May 92

Contract or Grant Number — Contract — RI900000

Note — 30p.; An abridged version of this report was presented at the National Conference on Educational Opportunities for Women (9th, Chicago, IL, May 14-16, 1992). — **Descriptive Note** (pagination first).

Language of Document—documents written entirely in English are not designated, although "English" is carried in their computerized records.

Available from — Campus Bookstore, 123 College Avenue, Chicago, IL 60690 ($5.95). — **Alternate source for obtaining document**

Language —English, Spanish

Journal Cit—Women Today; v13 n3 p1-14 Jan 1992 — **Journal Citation**

Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

PubType— Reports—Descriptive (141)—Tests/Questionnaires (160)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—subject terms found in the *Thesaurus of ERIC Descriptors* that characterize substantive content. Only the major terms (preceded by an asterisk) are printed in the Subject Index.

Descriptors — Career Guidance, *Career Planning, *Demand Occupations, *Employed Women, *Employment Opportunities, Females, Labor Force, Labor Market, Postsecondary Education

ERIC Document Reproduction Service (EDRS) Availability—"MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS," alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents," in the most recent issue of RIE.

Identifiers — Consortium of States, *National Occupational Competency Testing Institute

Identifiers—additional identifying terms not found in the *Thesaurus*. Only the major terms (preceded by an asterisk) are printed in the Subject Index.

Women's opportunities for employment will be directly related to their level of skill and experience and also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1990 and 1999, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information (in English and in Spanish) concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance that are available to them. (Contains 45 references.) — **Informative Abstract**

Abstractor's Initials — (SB)

ERIC PUBLICATIONS [1]
STATISTICAL SUMMARY - BY CLEARINGHOUSE BY YEAR (1968-1996)

CH	FY '68	FY '69	FY '70	FY '71	FY '72	FY '73	FY '74-'75	FY '76-DEC '77	JAN-DEC '78	JAN-DEC '79	JAN-DEC '80	JAN-DEC '81	JAN-DEC '82	JAN-DEC '83	JAN-DEC '84	JAN-DEC '85	JAN-DEC '86	JAN-DEC '87	JAN-DEC '88	JAN-DEC '89	JAN-DEC '90	JAN-DEC '91	JAN-DEC '92	JAN-DEC '93	JAN-DEC '94	JAN-DEC '95	JAN-DEC '96	TOTAL
AC	24	16	20	28	20	16																						124
AL	2	7	11	11																								31
CE							6	36	9	12	11	9	8	7	6	14	12	20	21	28	22	20	26	27	19	29	24	366
CG	5	8	19	22	16	15	13	22	16	12	5	8	10	5	12	7	21	11	20	15	17	11	34	10	28	8	35	405
CS						60	38	46	13	8	8	5	9	5	15	20	16	15	31	52	30	30	23	21	19	26	12	502
EA	6	8	14	36	18	43	62	78	19	14	12	31	25	2	10	20	7	18	23	14	40	22	23	13	12	12	10	592
EC	14	11	53	68	106	57	57	5	4	5	14	12	6	11	5	7	35	6	25	9	49	16	21	17	11	12	8	644
EF	1	19	16																									36
EM	7	8	11	8	14	16																						64
FL	7	27	29	16	16	12	27	26	16	10	10	11	9	3	7	3	3	21	16	9	26	21	11	28	21	26	13	426
HE		1	8	18	18	17	35	45	16	17	16	7	17	16	16	10	11	31	6	23	23	11	20	16	17	10	10	435
IR							30	47	8	12	6	4	14	5	9	20	11	14	11	23	19	21	36	16	15	11	16	348
JC	15	21	17	26	26	19	57	61	17	13	25	11	9	6	6	5	19	8	23	10	12	11	8	11 [3]	9	11	15	471
LI		2	7	9	14	8																						40
PS	11	12	7	15	21	26	41	40	15	6	18	12	6	6	11	7	14	7	13	12	11	17	10	19	15	14	16	402
RC	10	18	13	23	9	9	30	23	13	8	11	8	8	6	4	6	23	9	36	11	20	15	17	13	6	10	11	370
RE	16	19	15	9	5																							64
SE	11	17	22	28	13	30	53	46	28	10	12	18	20	17	13	20	14	18	10	7	21	20	4	25	9	8	4	498
SO				6	10	6	17	24	6	8	6	9	6	18	10	15	15	15	19	17	10	14	12	10	11	10	15	289
SP		7	28	19	19	19	31	31	9	7	7	14	6	5	2	10	14	13	6	2	15	13	10	15	9	5	8	324
TE	3	7	32	24	26																							92
TM				1	12	11	19	33	6	5	7	9	4	4	1	1	7	5	12	6	18	11	11	9	2	10	6	210
UD	6	14	14	10	10	14	18	37	16	12	8	5	24	1	15	11	7	28	12	18	20	9	9	17	8	11	20	474
VT	11	18	30	39	42	18																						158
TOTALS	149	240	388	416	415	396	534	600	211	159	176	173	181	117	142	176	229 [2]	239	284	256	355	262	275	267	211	213	224	7,266

AC (Adult Education); **AL** (Linguistics); **CE** (Adult, Career, and Vocational Education); **CG** (Counseling and Student Services); **CS** (Reading, English, and Communication); **EA** (Educational Management); **EC** (Disabilities and Gifted Education); **EF** (Educational Facilities); **EM** (Educational Media and Technology); **FL** (Languages and Linguistics); **HE** (Higher Education); **IR** (Information and Technology); **JC** (Community Colleges); **LI** (Library and Information Sciences); **PS** (Elementary and Early Childhood Education); **RC** (Rural Education and Small Schools); **RE** (Reading); **SE** (Science, Mathematics, and Environmental Education); **SO** (Social Studies/Social Science Education); **SP** (Teaching and Teacher Education); **TE** (Teaching of English); **TM** (Assessment and Evaluation); **UD** (Urban Education); **VT** (Vocational and Technical Education)

[1] i.e., Research Reviews, State-of-the-Art Reports, Bibliographies, Interpretive Studies, Digests, etc.
[2] Digests (2 page publications) routinely included in RIE for first time in 1986.
[3] Does not include 8 older Digests announced during 1993

BEST COPY AVAILABLE

Document Resumes

The document resumes in this section are arranged by ERIC Clearinghouse, with a secondary sort by accession number (ED number) within each Clearinghouse group. The following is a list of the ERIC Clearinghouses, the two-letter prefixes used to identify them, and the page on which each Clearinghouse's entries begin.

		Page
CE	– Adult, Career, and Vocational Education	1
CG	– Counseling and Student Services	6
CS	– Reading, English and Communications	12
EA	– Educational Management	14
EC	– Disabilities and Gifted Education	16
FL	– Languages and Linguistics	17
HE	– Higher Education	19
IR	– Information & Technology	22
JC	– Community Colleges	25
PS	– Elementary & Early Childhood Education	28
RC	– Rural Education and Small Schools	32
SE	– Science, Mathematics, & Environmental Education	34
SO	– Social Studies/Social Science Education	35
SP	– Teaching & Teacher Education	38
TM	– Assessment and Evaluation	39
UD	– Urban Education	40

CE

ED 385 777 CE 069 738

Wagner, Judith O.

Using the Internet in Vocational Education. ERIC Digest No. 160.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CE-95-160

Pub Date—95

Note—4p.

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Mediated Communication, *Computer Networks, *Computer Uses in Education, Electronic Mail, Electronic Text, Higher Education, Information Networks, Postsecondary Education, Secondary Education, Teleconferencing, Vocational Education

Identifiers—ERIC Digests, *Internet

Vocational educators are using the Internet in various ways. The director and associate professor of vocational-technical education at Dakota State University uses the Internet primarily for electronic mail. Students in a secondary vocational teacher's international trade and marketing class have participated in real-time conferences with schools in Finland, Israel, and many places in the United States. Students in the University of Florida counseling program use e-mail, search the World Wide Web (WWW) for information, and have group e-mail sessions. Advantages of using the Internet include the following: ability to arouse students' interest, ease of communication among teachers for sharing ideas, availability of new resources, potential to develop new relationships all over the world, and possibility of interaction with experts. Problems are antiquated hardware and software; lack of technical and curriculum support; lack of coherent structure, stability, and documentation; and lack of training, censorship, and quality control. (This digest includes lists of listservs, newsgroups, WWW sites, addresses, and electronic journals and newsletters of interest to vocational educators. Contains seven references.) (YLB)

ED 385 778 CE 069 739

Lankard, Bettina A.

New Ways of Learning in the Workplace. ERIC Digest No. 161.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CE-95-161

Pub Date—95

Note—4p.

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Experiential Learning, *Incidental Learning, Labor Force Development, Learning Strategies, Lifelong Learning, On the Job Training, *Staff Development, *Teaching Methods

Identifiers—ERIC Digests, *Situated Learning

New ways to learn at work draw upon workers' previous experiences, link concepts and practices, and encourage reflection and the transfer of knowledge from one situation to another. Action, situated, and incidental learning are three current approaches. Action learning is a systematic process through which individuals learn by doing. It has been adopted in the workplace as a viable approach to experiential management education and development and an important element of a training and development strategy. In the situated learning approach, knowledge and skills are taught in contexts that reflect how the knowledge will be used in real-life situations. Cognitive apprenticeship is one example of situated learning in which learners participate in a community of practice that is developed through activity and social interaction, in ways similar to that in craft apprenticeships. Incidental learning is unintentional and unexamined. The primary intent of the activity is to accomplish the task, not to learn. Each of these three ways of learning share common qualities and attributes. All engage learners in experiential learning, and all have a collective dimension. The gap between the learner and expert disappears. Conditions that enhance learning common to the three approaches are proactivity, critical reflection, and creativity. Since they involve experiential activity, these three ways of learning offer promise to organizations striving to achieve high performance. (Contains 11 references.) (YLB)

ED 385 779 CE 069 740

Imel, Susan

Inclusive Adult Learning Environments. ERIC Digest No. 162.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CE-95-162

Pub Date—95

Note—4p.

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Development, *Adult Education, *Adult Learning, *Cultural Context, Cultural Differences, *Educational Environment, Learning Theories, Power Structure

Identifiers—ERIC Digests

Adult educators are recognizing that factors in the learning environment related to psychological, social, and cultural conditions exert a powerful influence on learners' growth and development. Current discussions on learning environments have broadened to include the need to confront issues of sexism and racism, interlocking systems of power and oppression, and social justice. In creating an inclusive learning environment, addressing institutional and societal levels is important, but the most significant level is the selection of appropriate materials and methods that address the characteristics of learning group members. Working toward the goal of creating an inclusive learning environment may give rise to some issues, especially those related to power and control. At the most basic level are the traditional power relations that exist between learners and teachers. The need to maintain a balance between being learner centered and learner positive can also be an issue. Suggestions to guide the development of inclusive learning environments include the following: acknowledge that all individuals bring multiple perspectives to any learning situation; recognize that a learner's claimed identity will be in response to many contextual factors that position the individual politically; reflect and value the experiences of learners; pay attention to power relations inherent in knowledge production; and acknowledge the power disparity between the teacher/facilitator and students. (Contains 14 references.) (YLB)

BEST COPY AVAILABLE

ED 385 780 CE 069 741

Kerka, Sandra

Not Just a Number: Critical Numeracy for Adults. ERIC Digest No. 163.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CE-95-163

Pub Date—95

Note—4p.

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Basic Education, *Adult Learning, Basic Skills, Daily Living Skills, Educational Philosophy, Educational Theories, Mathematics Anxiety, *Mathematics Instruction, *Numeracy, Political Influences, Socioeconomic Influences, Teaching Methods

Identifiers—ERIC Digests

Emerging perspectives on numeracy and their social, cultural, and political implications provide a context for new ways of thinking about adult numeracy instruction. Beyond daily living skills, numeracy is now being defined as knowledge that empowers citizens for life in their particular society. Thus, numeracy has economic, social, and political consequences for individuals, organizations, and society. Despite the myths surrounding math and numeracy, the realities are as follows: numeracy is culturally based and socially constructed; math reflects a particular way of thinking; numeracy reflects cultural values; numeracy is not just about numbers; math evolves and changes; numeracy is about procedural, practical knowledge; and numeracy involves different ways of solving problems. This perspective of numeracy and math suggests that numeracy instruction should be based on the belief that everyone can do math and everyone uses numeracy practices that may go unrecognized. Literacy and numeracy should be linked and contextualized. Familiar contexts may make math more accessible for those who have been alienated from it. Contextualized math can help learners recognize the math characteristics of everyday situations and can help learners with different ways of thinking. Teaching from the perspective of adult education as a tool for social justice, instructors can change the system in which math serves as a barrier and equip people with knowledge and tools to examine and criticize the economic, political, and social realities of their lives. (Contains 11 references.) (YLB)

ED 388 801 CE 070 190

Lankard, Bettina A.

Career Development in Generation X. Myths and Realities.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—95

Note—4p.

Pub Type— Information Analyses - ERIC IAP's (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Career Development, Career Education, Employer Employee Relationship, *Employment Patterns, Labor Force Development, *Work Attitudes, *Work Ethic, *Young Adults

Identifiers—*Generation X

Several myths relate to the question of whether Generation X, the population cohort following the Baby Boomers, has different values, work ethics, and attitudes toward work and career development. The first myth is that individuals in Generation X are slackers, lacking career drive and ambition. The reality is that Generation X may just view the concept of career differently. They use job hopping as a way to build their skills and make themselves more marketable. They are more self-sufficient and outcome based. Given their priorities of money, power, and status, many are becoming entrepreneurs. The second myth is that individuals in Generation X are poorly suited to today's career realities. The reality is that individuals in Generation X have higher levels of education than those in previous generations. The real assets they bring to the workplace are their knowledge of technology and ability to concentrate on a number of tasks at one time. They are also accepting of change. A third myth is that individuals in Generation X have little influence in the workplace. The reality is that the type of training companies do is being shaped by the learning style of this generation. Generation X is also shaping company leadership, since they require more coaching and feedback from supervisors than previous generations. They expect their opinions to count. Of the greatest significance may be the workplace changes influenced by the cultural diversity of this generation. (Contains 12 references.) (YLB)

ED 388 802 CE 070 191

Kerka, Sandra

The Learning Organization. Myths and Realities.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—95

Note—4p.

Pub Type— Information Analyses - ERIC IAP's (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Elementary Secondary Education, Employer Employee Relationship, Higher Education, *Labor Force Development, *Organizational Change, *Organizational Development, Participative Decision Making, Teamwork

Identifiers—*Learning Organizations

Any type of organization can be a learning organization (LO) if it possesses certain characteristics: provide continuous learning opportunities, use learning to reach its goals, link individual performance with organizational performance, foster inquiry and dialogue, embrace creative tension as a source of energy and renewal, and be continuously aware of and interact with its environment. Businesses that practice LO principles are Johnsonville Foods, Harley-Davidson, Motorola, Corning, AT&T, and Fed Ex. Sullivan Elementary School in Tallahassee (Florida) has applied LO quality principles to transform itself. Despite theoretical support and some real-life examples, some critics claim the learning organization is a myth, not a reality. Some cite a lack of critical analysis of the theoretical framework of the LO. They suggest that few studies support the relationship between individual and organizational learning. Another critic sees the primary purpose of most organizations as the production of goods and services, not the acquisition of knowledge/learning. Schools that have been evaluated along Senge's five disciplines have also been found lacking. Barriers that prevent the LO from becoming a reality include the following: lack of effective leaders, the inability to recognize and change existing mental models, learned helplessness, tunnel vision, truncated learning, individualism, and a culture of disrespect and fear. The LO may best thought of as a journey, not a destination; a philosophy, not a program. (Contains 19 references.) (YLB)

ED 389 878 CE 070 356

Lankard, Bettina A.

Family Role in Career Development. ERIC Digest No. 164.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CE-95-164

Pub Date—95

Note—4p.

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, *Career Choice, *Career Development, Career Education, Career Planning, Decision Making, *Family Characteristics, *Family Influence, Family Involvement, *Family Role, Family Work Relationship, Parent Background, Parent Influence, Parent Role, Secondary Education

Identifiers—ERIC Digests

Family influence is an important force in preparing youth for their roles as workers. Family background factors found to be associated with career development include parents' socioeconomic status, their educational level, biogenetic factors, and family income. Family processes of interaction, communication, and behavior influence what the child learns about work and work experiences. Attitudes about school and work, educational and career goals and aspirations, and values have a long-term impact on a youth's career choices, decisions, and plans. Parents from different groups have different types of influence on the educational and occupational decisions of both boys and girls in the family. Mexican American parents want more education for their children than the children may want. Although they are focused on the role of continuing education in the career development process, Korean parents focus on career selection. Their strong desire is for their children to be professionals and earn money and prestige. Types of parental involvement in adolescents' career development are positive involvement, noninvolvement, and negative involvement. The greatest anxiety adolescents feel about their career decisions is in response to parents' negative involvement. Structuring parental involvement in adolescent career development is an important element of a school's career counseling. Counselors should work directly with parents and provide information and support. (Contains 10 references.) (YLB)

ED 389 879 CE 070 357

Lankard, Bettina A.

SCANS and the New Vocationalism. ERIC Digest No. 165.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CE-95-165

Pub Date—95

Note—4p.

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Basic Skills, *Educational Change, Educational Development, *Employment Potential, High Schools, Job Skills, Labor Force Development, Postsecondary Education, *School Business Relationship, State Programs, Tech Prep, Vocational Education

Identifiers—ERIC Digests, *Secretarys Comm on Achieving Necessary Skills

The Secretary's Commission on Achieving Necessary Skills (SCANS) report challenged schools, parents, and businesses to help all students develop competencies in the basic skills, thinking skills, and personal qualities required for work in the current and future workplace. In response to this challenge, vocational-technical programs were redesigned, and efforts such as tech prep were initiated. Tech prep programs in Texas, Indiana, and Ohio were designed around the SCANS competencies. Examples of state and local efforts to strengthen the connections between schools and work were The Critical Skills Foundation (Wheaton, Illinois) and Project C: Communities, Corporations, Classrooms (Fort Worth, Texas). The Department of Defense Dependents Schools in Germany initiated Project SCANS Integration to explore how well all high school instructors would be able to integrate the desired competencies into their courses and how well the competencies could be rated and recorded for their students. Positive results came from the 1993-94 pilot test. The publication, Teaching the SCANS Competencies, contains practical suggestions for applying SCANS in the workplace. (Contains 10 references.) (YLB)

ED 389 880 CE 070 358

Kerka, Sandra

Adult Learner Retention Revisited. ERIC Digest No. 166.

ERIC Clearinghouse on Adult, Career, and Voca-

tional Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-95-166
Pub Date—95
Note—4p.
Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Academic Persistence, *Adult Basic Education, Adult Counseling, *Adult Dropouts, Adult Learning, *Adult Students, *College Students, Dropout Characteristics, *Dropout Prevention, Dropout Research, Higher Education, Potential Dropouts, School Holding Power, Student Attrition, Withdrawal (Education)
Identifiers—ERIC Digests

Although attrition is repeatedly described as the number one problem in adult basic education (ABE), the raw numbers of attrition rates do not tell the whole story. Studies show noncompleters in both ABE and higher education sometimes leave when they feel their goals have been realized. Counting adults who "stop out" as dropouts is also misleading. Retention is linked to a number of factors: a gap between learner expectations and reality; past school and home experiences; educational and practical concerns; and social integration. Adults now make up at least 50 percent of higher education enrollments. Perhaps attrition has increased because more learners are now at varying stages of the life cycle compared to the traditional 18- to 22-year-old cohort. Social integration has a significant positive effect on retention, although social integration for adults may be better defined as how one integrates pursuit of education into one's overall life. As in ABE, noncompletion is the most successful outcome for some nontraditional college students. For adult learners in both ABE and higher education, early detection of those at risk of withdrawing and follow-up of those who have withdrawn are effective practices to help adults persist. Strategies for ABE include material challenging to adults, opportunities to succeed at something in every class meeting, and alternative arenas for success. Strategies for higher education include preenrollment counseling, personal attention, and flexible, convenient scheduling. (Contains 17 references.) (YLB)

ED 389 881 CE 070 359

Kerka, Sandra

Adult Career Counseling in a New Age. ERIC Digest No. 167.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-95-167
Pub Date—95
Note—4p.
Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Adult Counseling, Adult Development, Adult Education, Adults, *Career Counseling, *Counseling Techniques, Cultural Differences, Dual Career Family, Employed Women, *Family Work Relationship, Life Style
Identifiers—ERIC Digests

In an era of organizational restructuring and technological change, individuals can no longer plan on spending their entire working lives with one organization. Career paths are no longer a linear rise up the ladder. Adult career counselors deal with an extremely heterogeneous population who are at vastly different stages of life. Their clients' career issues are complicated by family responsibilities and work and life experiences that color their attitudes, values, and decisions. Counselors must be familiar with adult development and adult learning theories and need varied approaches for these different types of clients. Because careers are integral to identity in this culture, adult career counseling becomes an exploration of personal identity and meaning—issues different for men and women. The rise in the number of dual-career couples has given a new focus to counseling—the link between work and family life for both men and women. Another trend affecting career counseling is the expansion of life choices for older adults. Greater attention is finally being given to cross-cultural issues. Counseling diverse clients should take into account three factors: similarities across cultures; unique aspects of cultures that influence members; and individual characteristics. Appropriate assessment must include problem identification, assessment of coping responses, and use of subjective information. Assessment also has gender and cultural dimensions. (Contains 13 references.) (YLB)

ED 391 104 CE 070 786

Friedenberg, Joan E.

The Vocational and Language Development of Limited English Proficient Adults. Information Series No. 363.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—95
Note—82p.
Available from—Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. IN 363, $8).
Pub Type— Information Analyses - ERIC IAP's (071)
EDRS Price – MF01/PC04 Plus Postage.
Descriptors—Adult Education, Bilingual Education, Immigrants, *Language Acquisition, *Limited English Speaking, Private Sector, Public Sector, *Second Language Instruction, *Second Language Learning, Vocational Education, *Vocational English (Second Language)

This critical review of the literature examines the characteristics and needs of limited English proficient (LEP) adults and the programs and services typically available to them. The complexities of the LEP population are explored first, including differences in education, English proficiency, labor market experience, and economic status. Availability of programs and services for LEP adults in both the public and private sectors is described. Private sector initiatives in business and industry and community-based organizations are discussed. The vocational instructional delivery system for LEP persons includes several approaches: bilingual education, "sheltered" content instruction, and multilingual/multicultural methods. To increase awareness of the issues involved, the paper discusses how people acquire a second language and what methods are most beneficial in aiding second language development. The monograph concludes by decrying the lack of reliable information about the LEP population and the bias against instruction in the native language. Recommendations for improving access to programs and services encompass a number of areas: enforcement of civil rights legislation, more support for bilingual/multilingual instruction, improvement in the research base, more training for service providers, and collaboration among organizations. The paper contains 60 references and a glossary. (SK)

ED 391 105 CE 070 808

Scruggs, Cathy A.

Tech Prep Q & A: Information for Program Development. Information Series No. 364.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—96
Note—71p.
Available from—Publications, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. IN364, $8; quantity discounts).
Pub Type— Information Analyses - ERIC IAP's (071)
EDRS Price – MF01/PC03 Plus Postage.
Descriptors—*Articulation (Education), *Education Work Relationship, Educational Change, Educational Cooperation, High Schools, Integrated Curriculum, Postsecondary Education, *Tech Prep, *Technical Education, Vocational Education

In the 1990s, the changes brought about by technology, the global economy, and demographics have necessitated the reform of educational systems. One response, given impetus by federal legislation, is tech prep, an articulated secondary-postsecondary program that provides technical preparation in an occupational field, integrates academic and vocational education, and leads to placement in employment. This paper poses questions and offers answers from the literature regarding tech prep as an educational reform approach. The queries address major issues concerning tech prep strategies, processes, teams, and evaluation and planning. The answers offer a practical response, example, or consideration. The introduction presents the tech prep vision and why it is needed. The next section addresses strategies that are proving effective, their target audience, and how they should be implemented. The importance of tech prep processes, including the establishment of performance standards, professional teacher development, and collaboration with employers is discussed. Teamwork as an essential ingredient in tech prep success is highlighted, including the involvement of all stakeholders from business, industry, labor, education, and the community in planning, curriculum development, and evaluation. The role of evaluation and planning in consortia and at the state level is described. The last section considers the future of tech prep and why it should continue, providing a checklist of questions that can be used to assess existing programs and guide their future development. (SK)

ED 391 918 CE 070 783

Lankard, Bettina A.

Restructuring and Vocational Education. Trends and Issues Alerts.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—96
Note—4p.
Pub Type— Information Analyses - ERIC IAP's (071)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Curriculum Development, Educational Change, *Educational Innovation, Futures (of Society), *Integrated Curriculum, Labor Force Development, Organizational Change, Postsecondary Education, *School Restructuring, Secondary Education, *Vocational Education

Educational restructuring is influencing the change in names of vocational education specialty areas as well as the change in course offerings for the specialties. In some schools, the name "vocational education" has been replaced with new names more reflective of the school's restructuring efforts. Within a given area, new courses are being added to reflect the advent of new technologies and management practices in the workplace. Guiding school restructuring efforts is the knowledge that skills required for employment should be taught in courses in which the content is allied with real world living and working. Spearheading the restructuring of courses and course requirements for vocational education is the integration of academic and vocational programs. School organizational and vocational education restructuring efforts have resulted in the initiation of a number of innovative instructional practices besides the integration of academic and vocational education. For example, Connecticut educators have introduced several such practices: interdisciplinary curriculum, chemistry with computers, principles of technology, authentic assessment-mathematics, science-math-technical curriculum, portfolio assessment, total quality management techniques, "green wave" enterprises, and multilevel classes. (Contains 14 annotated print resources on restructuring in vocational education for adult, career, and vocational educators.) (YLB)

BEST COPY AVAILABLE

ED 391 919 CE 070 784

Imel, Susan

Women and Literacy. Trends and Issues Alerts.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—96

Note—4p.

Pub Type— Information Analyses - ERIC IAP's (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Basic Education, *Adult Literacy, Economically Disadvantaged, Educational Needs, Educational Objectives, Educational Opportunities, *Educationally Disadvantaged, Federal Aid, *Females, *Literacy Education, Womens Education

Identifiers—*Empowerment

The recent United Nations Fourth World Conference on Women concluded that if women are to advance in status socially, economically, and politically, they must have access to high quality education. Although women in the United States have steadily increased their educational status, the fact that 23 percent of women aged 25 and over have not gone beyond high school reveals that, as a group, women are still educationally disadvantaged. Recently, more attention is being given to the needs of women literacy learners in the United States. Georgia State University's Center for the Study of Adult Literacy has begun sponsoring conferences on women and literacy, and Laubach Literacy Action has been providing financial support to programs that empower women and developing a network of programs serving women. A growing literature base supports work with women literacy learners. Although much of the information has been generated abroad (e.g., Canada, Australia, Great Britain), it raises issues that have relevance for programs in the United States, including goals and purposes, rationale for women-only programs, and the status of literacy workers. Contains 19 annotated resources that can be consulted for additional information. Five resource organizations are also listed.) (YLB)

ED 391 920 CE 070 785

Lankard, Bettina A.

Careers in the Environment. Trends and Issues Alerts.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—96

Note—4p.

Pub Type— Information Analyses - ERIC IAP's (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Air Pollution, Career Development, *Careers, Educational Needs, *Employment Qualifications, *Environmental Education, Environmental Standards, *Environmental Technicians, Hazardous Materials, Higher Education, Job Skills, Masters Degrees, Occupational Information, Solid Wastes, *Technical Occupations, Waste Disposal, Water Pollution, Water Treatment

Identifiers—*Environmental Occupations

The fact that environmental occupations cannot be easily categorized reflects the extent to which many occupations and industries are increasing their focus on the environment. Heightened public awareness of the environment and increased regulation through government pollution control and clean-up laws are influencing the trend toward an increased environmental focus in existing jobs and the emergence of new environmentally related jobs and businesses. Environmental occupations are driven by government funding. The focus of government policy has shifted from water supply (1960s) to solid waste management (1970s), from hazardous waste management (1980s) to air quality (1990s). Emerging jobs reflect the current emphasis of government policy on pollution control. Education and training requirements for environmental workers are changing with the times as well. A technical background is required of most environmentalists. Master's degrees or two-year technical degrees are the trend. Environmentalists need field experience and supervisory ability to secure the best jobs. Five types of environmental specialist occupations have been identified: environmental engineers, epidemiologists, wetland ecologists, environmental trainers, and environmental service technicians. Within all five, the trend for related occupations is toward higher educational requirements. Skills in math and science are essential; communication skills are strongly desired. Internships and volunteer opportunities are ways to get on-the-job experience. (Contains 13 annotated print resources and 3 resource organizations.) (YLB)

ED 392 894 CE 070 998

Imel, Susan

Older Workers. Myths and Realities.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—96

Note—4p.

Pub Type— Information Analyses - ERIC IAP's (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Age Discrimination, *Aging (Individuals), Educational Discrimination, *Employer Attitudes, *Employment Practices, Equal Opportunities (Jobs), *Job Performance, Middle Aged Adults, Older Adults, Personnel Policy, *Retraining

Identifiers—*Older Workers

An increasing proportion of the work force is aging at the same time that the workplace is changing in ways that are detrimental to older workers. Attitudes and beliefs about older workers appear to be ambivalent. Studies show that employers and managers stereotype older workers as loyal and possessing good work habits but inflexible and difficult to train. The relationship between age and job performance is complex and far from understood. Much research on aging and work performance has not included a detailed analysis of contextual factors—such as opportunities for retraining—that provide a link between individual changes and work performance. No basis exists for the stereotypes surrounding the ability of older adults to learn new skills. The more critical issue related to training for older workers is lack of access. Older workers do not fear change; they fear discrimination. Ageism, resulting in a grey ceiling that denies older workers equal opportunity and equitable treatment, appears to be a serious issue in the workplace. The most significant barriers and deterrents are managerial biases that older workers are too costly, too inflexible, and too difficult to train. Biases can be overcome through providing companies with more information about the relationship between older workers' assimilation of job-related training and their learning style and a better understanding of older adults' responses to new technology. (Contains 13 references.) (YLB)

ED 392 895 CE 070 999

Lankard, Bettina A.

Youth Organizations. Myths and Realities.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—96

Note—4p.

Pub Type— Information Analyses - ERIC IAP's (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Active Learning, Corporate Support, Federal Aid, Postsecondary Education, *School Business Relationship, School Community Relationship, Secondary Education, Student Attitudes, *Student Organizations, *Student Participation, Teacher Attitudes, *Teacher Participation, *Vocational Education

Some misconceptions surround youth organizations and their contribution to career and occupational development. The first myth is that student youth organizations have diminishing value to today's vocational education students. The truth is that vocational educators have identified strong vocational student organizations (VSOs) as an essential component of high quality vocational education. Students are very articulate about the benefits they have realized through participation. Research studies show participation in activities benefits career development. A second myth is that the strength of youth organizations is their focus on leadership activities. According to adult postsecondary members, the primary goal of membership is to develop competencies necessary for employment in a high performance economy. A third myth is that student organizations are nice extracurricular activities for motivated students. Today, student organizations are working to ensure that their activities are integrated into the classroom curriculum. A fourth myth is that teachers' involvement in student organizations remains strong. Teachers are facing a time crunch. To enlist teacher support, some organizations are devising new ways to reach them. A final myth is that state and federal funds provide sole support to VSOs. As federal funds have been cut, states can no longer carry the burden of financial support. VSOs must make stronger efforts to secure support from the business community. (YLB)

ED 394 060 CE 071 452

Imel, Susan

Tech Prep. Trends and Issues Alerts.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—96

Note—4p.

Pub Type— Information Analyses - ERIC IAP's (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, *Articulation (Education), Clearinghouses, *Consortia, *Educational Trends, Guides, Postsecondary Education, Professional Associations, Program Implementation, *Resource Materials, Secondary Education, State of the Art Reviews, *Tech Prep, Trend Analysis, Vocational Education

An initial evaluation of tech prep revealed the following: (1) by 1993, nearly half the nation's school districts were involved in tech prep consortia; (2) changes resulting from tech prep have been more evident at the secondary than the postsecondary level; and (3) tech prep students are most likely to be white and attend a suburban school district in a southern state. An in-depth study of 10 tech prep consortia established the following trends: (1) articulation agreements linking individual courses at the high school and college levels are a major defining feature of tech prep; (2) although consortia have made some efforts to upgrade vocational education curricula, most curriculum change has focused on introducing applied approaches to teaching math, science, and English; and (3) views of the objectives/content/audience of tech prep vary greatly among individual consortia as do the structures for planning and coordinating tech prep development. The consortia studied were also facing the following issues: the importance of articulation in tech prep development, tech prep's impact on postsecondary education, and the role of employers in developing tech prep programs. (Contains an annotated bibliography of 18 print resources and 6 resource organizations concerned with tech prep.) (MN)

ED 395 214 CE 071 753

Kerka, Sandra

Distance Learning, the Internet, and the World Wide Web. ERIC Digest.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research

BEST COPY AVAILABLE

and Improvement (ED), Washington, DC.
Report No.—EDO-CE-96-168
Pub Date—96
Note—4p.
Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *Computer Mediated Communication, Computer Networks, *Computer Uses in Education, Constructivism (Learning), *Distance Education, *Internet, Lifelong Learning, Teaching Methods, Telecommunications, *World Wide Web
Identifiers—ERIC Digests

Some of the newest methods of distance learning (DL) use the Internet and the World Wide Web. DL on the Internet usually takes one of the following forms: electronic mail; bulletin boards/newsgroups; downloading of course materials or tutorials; interactive tutorials on the Web; real-time, interactive conferencing; "intranets" (internal, limited-access websites); or informatics. Advantages of delivering DL on the Internet include the following: time and place flexibility; potential to reach a global audience; no concern about compatibility of computer equipment and operating systems; quick development time; easy updating of content; and usually lower development and operating costs. Some disadvantages are limited bandwidth and slow modems that hamper delivery of sound, video, and graphics; reliance on learner initiative; information overload; access; and social isolation. Multimedia/hypermedia contexts support constructivist approaches to learning. Computer discussion also requires and facilitates learning-how-to-learn skills. Social isolation can be a drawback, but learning communities are developing in cyberspace. Online courses often feature consensus building and group projects, through which learners can develop skills in collaborating with distant colleagues and cooperating with diverse individuals—skills increasingly needed in the global workplace. To help learners make effective use of DL methods, skilled facilitation by teachers is essential. (Contains 13 references.) (YLB)

ED 395 215 CE 071 754

Wagner, Judith O.

Locating Vocational Education Curriculum and Instructional Materials. ERIC Digest.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-96-169
Pub Date—96
Note—4p.; Update of ED 318 915.
Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, Computer Networks, *Computer Uses in Education, *Curriculum, *Databases, *Instructional Materials, Internet, Libraries, Postsecondary Education, *Resource Centers, Secondary Education, *Vocational Education, World Wide Web
Identifiers—ERIC Digests

This digest provides a variety of sources for vocational education curricula, lesson plans, and other instructional materials. The section on networking includes listservs and World Wide Web sites that lead to curriculum resources and other valuable information. Access points to the ERIC database are listed, as are instructional materials labs and consortia that produce and often offer their products for sale to the general public. Names, addresses, telephone numbers, World Wide Web sites, and descriptions are provided for eight organizations: Vocational Instructional Materials Lab, Center on Education and Training for Employment, The Ohio State University; Instructional Materials Laboratory, University of Missouri-Columbia; American Association for Vocational Instructional Materials, Winterville, Georgia; Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education; Center for Occupational Research and Development, Waco, Texas; Curriculum Materials Service (agricultural education), Columbus, Ohio; Vocational-Technical Education Consortium of States; and Curriculum Publications Clearinghouse, Western Illinois University. The National Center for Research in Vocational Education website, a link to State Vocational and Technical Education Curriculum Centers, is listed. Two Curriculum Coordination Centers that still lend materials within their regions are also cited. (YLB)

ED 395 216 CE 071 755

Imel, Susan

Computer-Based Career Information Systems. ERIC Digest.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-96-170
Pub Date—96
Note—4p.
Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, Career Counseling, *Career Education, Career Guidance, *Career Information Systems, Career Planning, *Computer Oriented Programs, Education Work Relationship, Elementary Secondary Education, Information Sources, *Occupational Information, Postsecondary Education, State Programs
Identifiers—ERIC Digests

Computer-based career information systems (CCIS) provide local labor market information. Guidance counselors frequently use CCIS in conjunction with clients, but youth and adults also access CCIS independently to obtain career information. The best known CCIS are the state-based career information delivery systems (CIDS). Although developed by a number of different vendors and customized for particular audiences, CIDS share these core features: assessment, occupational search, occupational information, and educational information. A significant characteristic of CCIS is their versatility. For example, in Notus, Idaho, fourth-grade students are introduced to the Idaho Career Information System by a guidance counselor who uses it as a building block for future career education activities. Oregon has adapted its career information system to deliver tech prep information through a specially developed software program. Employees at Niagara Mohawk Power Corporation in upstate New York use a computerized career information system for their personal career management. Some indications of future applications can be seen in current trends. Developers are moving toward multimedia versions of CCIS products using CD-ROM technology. One product on the market offers linkages to the Internet. Issues affiliated with the future of CCIS are the need for information management skills and access and equity. (Contains 10 references.) (YLB)

ED 395 217 CE 071 756

Lankard, Bettina A.

Job Training versus Career Development: What Is Voc Ed's Role? ERIC Digest.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-96-171
Pub Date—96
Note—4p.
Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Education, *Career Development, Constructivism (Learning), Critical Thinking, Decision Making Skills, Education Work Relationship, Integrated Curriculum, Interdisciplinary Approach, Job Skills, *Job Training, *Lifelong Learning, *Role of Education, Secondary Education, *Vocational Education
Identifiers—ERIC Digests

Many educators believe the role of vocational education is to prepare students for work in a given trade or vocational area with the focus on job skill training. Some contend vocational education should concentrate more broadly on all aspects of students' career development, including lifelong learning, employability, and cognitive skills. One way to expand the focus of vocational education is through the integration of academic and vocational education. Some states, such as Ohio, have redesigned their vocational education curricula to address state skill standards that have been expanded to include the academic competencies and skill levels needed to enter a given occupation or occupational area. Interdisciplinary curricula are another form of academic/vocational integration that has gained interest across the country. A comprehensive educational program must show the correlation between learning to work and learning to think. Connecting content of knowledge with the context of application enables students to expand their ability to solve problems. Constructivism requires that teachers follow practices that lead students to engage in higher-order thinking. The concepts of career development offer an expanded focus for vocational education, one that extends to include transitional components such as academic skills, productive work habits, work values, and career decision-making skills. (Contains 11 references.) (YLB)

ED 396 190 CE 072 061

Heaney, Tom

Adult Education for Social Change: From Center Stage to the Wings and Back Again. Information Series No. 365.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—96
Note—59p.
Available from—Center Publications, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. IN365: $8; quantity discounts).
Pub Type— Information Analyses - ERIC IAP's (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Adult Education, Adult Educators, Change, Democracy, Educational History, *Educational Philosophy, *Role of Education, *Social Action, *Social Change
Identifiers—Freire (Paulo), Horton (Myles)

To what extent was social change on center stage during adult education's formative years? Whose vision embraced social change and whose did not? What factors led to the decline of social action as a goal of adult education, and what factors suggest renewed interest in social goals? This paper examines these questions, beginning in the 1920s with the vision of Eduard Lindeman and John Dewey. It considers the contradictory roles of adult education practice bringing learners into conformity with mainstream expectations; selecting, developing, and validating the privileges of an educated elite; and linking learning with social change. The influence of human capital theory upon adult education practices has fostered divisions between those concerned with developing autonomous individuals and those concerned with encouraging social responsibility, between those focused on professional status for adult educators and those emphasizing social action. In the 1980s, such movements as popular education, feminism, and critical theory led to increasing calls for a revitalized adult education curriculum focused on transformation and learning to take action. Two influential educators inspired practice for social change: Myles Horton and Paulo Freire. As adult education becomes a big business and remains an instrument for the legitimation and perpetuation of the status quo, grassroots efforts continue to link learning with democratic social change. The paper concludes that what may be needed is reconstruction of the foundations of adult education and possibly renaming of the field of practice and study. Contains 126 references. (Author/SK)

BEST COPY AVAILABLE

ED 396 191 CE 072 062

Collard, Betsy And Others

Career Resilience in a Changing Workplace. Information Series No. 366.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—96

Note—53p.

Available from—Center Publications, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. IN366: $7; quantity discounts).

Pub Type— Information Analyses (070) — Information Analyses - ERIC IAP's (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Career Development, Career Ladders, Career Planning, Change Strategies, Contracts, *Employee Responsibility, *Employer Employee Relationship, Employment Practices, Organizational Change, Self Actualization

Identifiers—*Career Resilience, *Self Reliance

Major changes in the workplace have changed the social contract between employer and employee and rendered many traditional models of career development inadequate. This paper examines the effects of a changing workplace on the individual and on career development. These changes in the workplace have created new types of organizations and new roles for individuals. Organizations no longer can provide job security and protection. Individuals are required to assume greater responsibility for their careers and must develop new skills and attitudes to manage their own careers. The old employment contract was characterized by a parental relationship and the exchange of loyalty and hard work for job security. A new contract, based on interdependency and the principles of partnership and open and honest communication, is recommended. The evolution of organizational career programs is briefly examined, and changing approaches to career development are explored. A new approach to career development is outlined, based on the concept of individual career self-reliance and a career resilience model for career development is proposed. Contains 61 references. (Author/SK)

CG

ED 387 708 CG 025 950

Impara, James C.

Assessment Skills of Counselors, Principals, and Teachers. ERIC Digest.

ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CG-95-1

Pub Date—95

Note—3p.

Available from—ERIC/CASS, School of Education, 101 Park Bldg., University of North Carolina at Greensboro, Greensboro, NC 27412-5001 (free).

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Evaluation, Counselor Evaluation, Elementary Secondary Education, *Evaluation, *Evaluation Research, *Information Skills, Principals, Professional Associations, Professional Development, Self Evaluation (Individuals), *Standards, Teacher Evaluation

Identifiers—ERIC Digests

Many educational professionals have some knowledge of assessment practices, ranging from principles of test development and use to the practices associated with the use and interpretation of standardized and teacher-made tests. The skill levels associated with many important student assessment principles are, however, not consistent with the Standards adopted by professional organizations. Various standards that have been developed and endorsed by professional associations in education are important documents and they provide excellent guides for the professional development of educators who work with assessment issues on a regular basis. Assessment skills and knowledge of counselors, principals, and teachers are lacking in some important areas while in other important areas these educational professionals are highly skilled and knowledgeable. Contains 11 references. (JBJ)

ED 387 709 CG 025 951

Schafer, William D.

Assessment Skills for School Counselors. ERIC Digest.

ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CG-95-2

Pub Date—95

Note—4p.

Available from—ERIC/CASS, School of Education, 101 Park Bldg., University of North Carolina at Greensboro, Greensboro, NC 27412-5001 (free).

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Counselor Evaluation, *Educational Testing, Elementary Secondary Education, Evaluation, Evaluation Methods, *Evaluation Needs, Evaluation Problems, Evaluation Research, *Information Skills, *School Counselors, Standards, Test Interpretation, Test Use, Testing

Identifiers—ERIC Digests

The purpose of this digest is to describe school counselors' roles in the area of assessment through an historical review of testing in counseling, and to report on study findings regarding roles employers require school counselors to perform. Knowledge needed by counselors to obtain evidence, evaluate its usefulness, and interpret its meaning have long been and continue to be debated. In the 1960s tests were viewed positively, but by the 1970s it was felt that "the marriage between tests and counseling had failed." The negative consequences of "labeling" were emphasized. However, assessment has remained commonplace in schools and, particularly in vocational guidance, used principally as a guide for professionals to seek additional information for decision making. The job role expectations of counselors can be divided into six areas: (1) counseling (individual and group); (2) pupil assessment; (3) consultation; (4) acting as information officer; (5) acting as school program facilitator; and (6) research and evaluation. Each of these have assessment-intensive aspects such as test interpretation, test development, evaluation of programs, consulting, and research. Thus, the assessment skills counselors need include: doing pupil assessment, doing program evaluation, and using basic research. Contains eight references. (JBJ)

ED 388 883 CG 025 952

Juhnke, Gerald A.

Mental Health Counseling Assessment: Broadening One's Understanding of the Client and the Clients Presenting Concerns. ERIC Digest.

ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CG-95-3

Pub Date—95

Note—4p.

Available from—ERIC/CASS, School of Education, 101 Park Building, University of North Carolina at Greensboro, Greensboro, NC 27412 (free).

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior Patterns, Client Characteristics (Human Services), *Counseling Techniques, Counselor Client Relationship, Data Analysis, *Data Collection, Evaluation, *Evaluation Methods, Evaluation Utilization, Personality Assessment, *Psychological Evaluation, Qualitative Research

Identifiers—ERIC Digests

Assessment is broader in scope than testing. Typically, assessment includes gathering and integrating information about a client in a manner that promotes effective treatment. This digest discusses how counselors can use assessment as a continuous process throughout treatment. It also reviews three common forms of assessment techniques which can be used in conjunction with testing: (1) Qualitative Assessment; (3) Behavioral Assessment; and (3) Past Records. Continuous assessment influences the direction of treatment for two reasons: (1) presenting concerns and client circumstances are not static and often need to be modified or re-ordered; and (2) assessment can aid in evaluating the efficacy of treatment. Continuous assessment allows comparisons between the client's initial baseline functioning and current functioning. Qualitative assessment techniques often consist of games and simulation exercises that are flexible, open-ended, holistic, and nonstatistical. Clients can process what they learned from the experience immediately within the counseling session. Behavior assessment looks at manifest behaviors. Emphasis is placed upon identifying antecedents to problem behaviors and consequences that reduce their frequency or eliminate them. Counselors should also utilize client's past records to identify important patterns and ineffective treatments. (JBJ)

ED 388 884 CG 025 953

Bobby, Carol L. Kandor, Joseph R.

CACREP Accreditation: Assessment and Evaluation in the Standards and Process. ERIC Digest.

ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CG-95-4

Pub Date—95

Note—4p.

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accrediting Agencies, Counselor Training, *Educational Assessment, *Educational Quality, Evaluation, Evaluation Criteria, Evaluation Methods, Higher Education, Institutional Evaluation, *Program Evaluation, Self Evaluation (Groups), *Standards

Identifiers—*Council for Accred of Counsel and Relat Educ Prog, ERIC Digests

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) was organized in 1981 as the accrediting agency responsible for reviewing and evaluating counseling and student affairs practice in higher education programs against a set of nationally recognized standards. The CACREP accreditation process incorporates a pattern of review that includes integral self-study of the program against nationally accepted criteria, followed by an on-site visit by an evaluation team, and a subsequent review and accreditation decision rendered by a central governing group. This digest explores the specific levels of assessment and evaluation involved in the CACREP accreditation process as well as provides an overview of the curricular experiences in assessment and evaluation. (JBJ)

ED 388 885 CG 025 954

Clawson, Thomas

The Role of Assessment in Counselor Certification. ERIC Digest.

ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CG-95-5

Pub Date—95

Note—4p.

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, *Counselor Certification, *Counselor Evaluation, Counse-

lor Training, *Credentials, Evaluation, Evaluation Criteria, Evaluation Methods, Higher Education, Mastery Tests, *Standards, Supervision, Testing

Identifiers—ERIC Digests, National Board for Certified Counselors

Certification of professional counselors is presently viewed in two realms, that of state regulation and of national voluntary credentialing. This digest considers national voluntary certification. The first national certification began in 1972; in 1983 the National Board for Certified Counselors (NBCC) began certification for general practice counselors. Clinical mental health counselors and career counselors have merged with NBCC to become a specialty certification of the general practice of counseling. Across the realm of certifications in the counseling profession is the common thread of assessing individual counselors, training, supervision, experience, and knowledge; the similarities across the processes are remarkable. Other areas of assessment include job analysis and continuing training. Job analysis is not directly applied to the individual applicant for certification, but to a large group of practicing professionals. It is the precursor to assessment of certificants. Continuing training is an ongoing assessment practice that begins after credentialing is achieved. While counseling is an emerging profession, the NBCC has kept pace with national mandates for state-of-the-art assessment techniques. (JBJ)

ED 388 886 CG 025 955

Loesch, Larry C

Assessment of Counselor Performance. ERIC Digest.

ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CG-95-6

Pub Date—95

Note—4p.

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Counseling, Counseling Effectiveness, *Counselor Evaluation, *Counselor Performance, *Evaluation Methods, Evaluation Research, Evaluators, Outcomes of Treatment, Personnel Evaluation, Psychological Evaluation, Self Evaluation (Individuals)

Identifiers—ERIC Digests

Assessment of counselor performance is directly linked to assessment of counseling outcomes because counseling outcome is contingent upon counselor performance. Thus, the assessment of counseling outcome literature is the general context for the more specific literature on assessment of counselor performance. Historically, counselor performance has been assessed primarily in regard to actual counseling service rendered through assessments by counselors, clients, or external evaluators. Each of these areas is examined. Recently, noncounseling activities also have been assessed as part of the overall evaluation of counselor performance. Good assessment involves multiple measurements of whatever is being assessed. There are literally hundreds of assessment instruments and techniques available to assess various facets of counselor performance. Ironically, however, some experts have suggested that there are too many measures of counselor performance. Counselor performance assessment will be enhanced when assessments are clearly and cogently described and are used within an effective conceptual scheme. Additionally, assessments used need to fulfill accepted psychometric quality criteria. (JBJ)

ED 388 887 CG 025 956

Gysbers, Norman C.

Evaluating School Guidance Programs. ERIC Digest.

ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CG-95-7

Pub Date—30 Jan 95

Note—4p.

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Counselor Evaluation, Educational Assessment, Educational Quality, Elementary Secondary Education, Evaluation Criteria, Formative Evaluation, Personnel Evaluation, *Program Evaluation, School Counselors, *School Guidance, Standards, Summative Evaluation

Identifiers—ERIC Digests

To achieve accountability, evaluation is needed concerning: the nature, structure, organization, and implementation of school district/building guidance programs; the school counselors and other personnel who are implementing the programs; and the impact the programs are having on students, the schools where they learn, and the communities in which they live. In order to fully evaluate comprehensive school guidance programs, three forms of evaluation are required. First, the program must be reviewed using program standards, evidence, and documentation to establish that there is a written guidance program in a school district and/or building and that the written program is the implemented program. Second, guidance program personnel need job descriptions derived directly from the program so that evaluation forms can be developed and used for formative and summative personnel evaluation. Third, results evaluation that focuses on the impact of the guidance and counseling activities in the guidance curriculum, individual planning, responsive services, and system support components of a comprehensive guidance program is mandatory. (JBJ)

ED 388 888 CG 025 957

Popham, W. James

New Assessment Methods for School Counselors. ERIC Digest.

ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CG-95-8

Pub Date—30 Jan 95

Note—4p.

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Counselor Teacher Cooperation, *Educational Assessment, Elementary Secondary Education, *Evaluation Methods, Evaluation Utilization, Performance Tests, Portfolio Assessment, School Counseling, *School Counselors, Student Evaluation, *Teacher Education

Identifiers—ERIC Digests

The nature of classroom assessment is changing. Teachers are being urged to rely less on traditional tests and more on innovative measurement methods, such as performance tests and portfolio assessments. This digest describes a strategy whereby student services personnel can play a leadership role in familiarizing classroom teachers and school administrators with the payoffs and perils of emerging classroom assessment methods. School counselors can play a key role in promoting better use of new assessment procedures if they acquire a reasonable degree of knowledge about such measurement procedures, then dispense that knowledge to the teachers with whom they work. More knowledgeable use of new classroom assessment strategies will lead to more accurate assessment-based inferences about students and more defensible instructional decisions by teachers. (JBJ)

ED 388 889 CG 025 958

Stiggins, Richard J.

Sound Performance Assessments in the Guidance Context. ERIC Digest.

ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CG-95-9

Pub Date—95

Note—4p.

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Educational Assessment, Elementary Secondary Education, *Evaluation Criteria, *Evaluation Methods, Evaluation Problems, Evaluation Research, Evaluation Utilization, Nongraded Student Evaluation, Performance Tests, School Counselors, School Guidance, *Student Evaluation, Teacher Expectations of Students, *Testing

Identifiers—ERIC Digests

Not since the development of the objective paper and pencil test early in the century has an assessment method hit the American educational scene with such force as has performance assessment methodology in the 1990s. Performance assessment relies on teacher observation and professional judgment to draw inferences about student achievement. Educators have begun to embrace the reality that some targets, like complex reasoning, skill demonstration and product development require the use of subjective, judgmental means of assessment. This digest provides a summary of attributes of sound assessments and the rules of evidence for using them well. Various ways to take advantage of this information are presented. The following aspects are detailed: The Basic Methodology; Sound Performance Criteria; Sound Performance Exercises; Effective Scoring and Recording; and Performance Assessment in the Guidance Context. (JBJ)

ED 388 890 CG 025 959

Arter, Judith A. And Others

Portfolios for Assessment and Instruction. ERIC Digest.

ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CG-95-10

Pub Date—95

Note—4p.

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, *Evaluation Methods, Formative Evaluation, Informal Assessment, Instructional Material Evaluation, *Portfolio Assessment, Self Evaluation (Individuals), *Student Evaluation, Student Records

Identifiers—ERIC Digests

A portfolio is a meaningful collection of student work that tells the story of student achievement or growth. There are two basic reasons for doing portfolios—assessment or instruction. Benefits for using portfolios in instruction include the development of students self-reflection, critical thinking, responsibility for learning, and content area skills and knowledge. Assessment use of portfolios, a collection of multiple samples of student work over time, enable one to: (1) get a broader, more in-depth look at what students know and can do; (2) base assessment on more "authentic" work; (3) have a supplement or alternative to report cards and standardized tests; and (4) have a better way to communicate about student progress to parents. Three common assessment uses of portfolios are: (1) certification of competence; (2) tracking growth over time; and (3) accountability. Strong portfolio systems are characterized by a clear vision of the student skills to be addressed, student involvement in selecting what goes into the portfolio, use of criteria to define quality performance and to provide a basis for communication, and self-reflection through which students share what they think and feel about their work, their learning environment, and themselves. (JBJ)

ED 389 959 CG 025 960

Rieber, Edward

Emerging Student Assessment Systems for School Reform. ERIC Digest.

BEST COPY AVAILABLE

ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-95-11
Pub Date—95
Note—4p.
Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Curriculum Development, Curriculum Evaluation, *Educational Assessment, *Educational Change, Elementary Secondary Education, *Evaluation Methods, *Student Evaluation
Identifiers—ERIC Digests

American schools are being challenged to provide opportunities for students to achieve at much higher levels. Assessment is viewed as one of the essential elements in assisting schools to address the standards now deemed to be important in a manner that will help all students to achieve them. The major challenge for assessment is to implement these additional assessments in a coordinated manner so that the amount of assessment is supportive of the changes needed, and not overly burdensome to teachers or students. Models for coordination assessment at the state, district and classroom levels appear most promising. This digest discusses why school reform is occurring, how assessment reform fits school reform, and types of assessment, school improvement strategies, and useful assessment designed. Contains 13 references. (JBJ)

ED 389 960 CG 025 961

Harrington, Thomas F.

Assessment of Abilities. ERIC Digest.

ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-95-12
Pub Date—95
Note—4p.
Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Ability, Ability Identification, *Aptitude Tests, Elementary Secondary Education, Evaluation, *Evaluation Methods, Evaluation Problems, Psychological Evaluation, *Self Evaluation (Individuals), Student Evaluation, Testing
Identifiers—ERIC Digests

This digest recommends assessing all of a person's abilities, not just some. It also discusses self-report in the context of ability assessment. Current use of self assessment methodology taps more ability areas than existing ability or aptitude tests cover. Alternative testing approaches have been called for which enhance self-discovery and awareness. Some recent self-report studies show at least comparable validity with more traditional approaches. Some researchers are advocating the self-assessment methodology which can substantially cut loss of instructional time and cost, evaluate hard-to-assess constructs, and deliver information most people feel is useful for self-knowledge and career planning. Philosophically, the process of self-evaluation fits the belief that individuals are in the best position to assess since they have access to a large data base on their own successes and failures in their abilities. Most misgivings about the methodology seem to center around beliefs that individuals have a tendency to be lenient and are not objective enough in their self-analysis to provide accurate self-reports. Contains 11 references. (JBJ)

ED 389 961 CG 025 962

Hansen, Jo-Ida C.

Interest Assessment. ERIC Digest.

ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-95-13
Pub Date—95
Note—4p.
Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Affective Measures, Aptitude Tests, Career Choice, Elementary Secondary Education, *Evaluation Methods, *Interest Inventories, *Interest Research, Interests, Personality Assessment, *Personality Measures, Psychological Evaluation, Testing
Identifiers—ERIC Digests

The assessment of interests through the use of interest inventories is big business in the field of testing today. The assessment of interests originally developed as an outgrowth of efforts in education and in industry to supplement special and general abilities information about individuals. Interest inventories used today differ from early checklists and ratings in that they use statistical methods to summarize responses to pools of items representing various activities and occupations. Definition of interests typically reflect five components: personality, motivation or drive, expression of self-concept or identification, heritability, and environmental influences. The purpose of interest assessment, current interest assessment inventories, and computers and interest assessment are discussed. The most powerful uses of interest assessment continue to be in the context of data such as values, reinforcers, abilities, personality, and biographical information, that capture the life experiences of an individual. As both education and industry have discovered, the integration of a variety of information, including the assessment of interests, can contribute effectively to improving individual and institutional decision-making. (JBJ)

ED 389 962 CG 025 963

Strein, William

Assessment of Self-Concept. ERIC Digest.

ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-95-14
Pub Date—95
Note—4p.
Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Affective Measures, *Evaluation Methods, Personality Assessment, *Personality Measures, Psychological Evaluation, Q Methodology, *Self Concept, *Self Concept Measures, Self Evaluation (Individuals), Testing
Identifiers—ERIC Digests

Self-concept is one of the most popular ideas in psychological literature. Unfortunately, it is also an illusive and often poorly defined construct. Before attempting to assess self-concept, counseling practitioners or researchers must first clarify for themselves what they mean by "self-concept" and then choose a method or instrument consistent with that definition. Perhaps one of the most important distinctions that differentiates various conceptualizations is whether self-concept is viewed as an overarching, global characteristic of the person, or as a set of self-evaluations specific to different domains of behavior. Self-concept is inherently phenomenological, that is, it refers to the person's own view of self. Accordingly self-concept is almost always assessed through self-report. Commonly used self-report methods, rating scales, checklists, Q-sorts, and free response are described. The following considerations must be kept in mind when assessing self-concept: the person must have a sufficient level of self-awareness; measures require substantial verbal competence; and even children are aware that some responses are more socially acceptable than others. Counselors should use scores very cautiously when working with individual clients. (JBJ)

ED 389 963 CG 025 964

Teglasi, Hedwig

Assessment of Temperament. ERIC Digest.

ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-95-15
Pub Date—95
Note—4p.
Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Affective Measures, Evaluation Methods, Individual Development, *Individual Differences, *Personality, Personality Assessment, *Personality Measures, Psychological Evaluation, Psychopathology, Testing
Identifiers—ERIC Digests

Temperament refers to basic dimensions of personality that are grounded in biology and explain individual differences in the developmental process rather than universal dynamics. Temperament is currently an active area of research with documented applicability to a variety of developmental and mental health outcomes such as conscience formation, peer interaction, behavior problems, school achievement, psychopathology, and vulnerability, as well as resistance to stress. Unresolved conceptual issues and problems with measurement limit the applicability of this knowledge by practitioners. This digest examines the following questions: (1) What is the structure of temperament? (2) What issues remain in assessing temperament? (3) How are temperament and personality related? and (4) How do temperament dimensions exert their influence? The documented association of temperament traits with diverse outcomes linked with normal development and psychopathology have left no doubt about the value of this construct. Future refinements in definitions and measurement, as well as a better understanding of how temperament exerts its influence will promote greater application of these concepts to designing programs for prevention and intervention in mental health and educational settings. Contains 10 references. (JBJ)

ED 389 964 CG 025 965

Vacc, Nicholas A. Ritter, Sandra H.

Assessment of Preschool Children. ERIC Digest.

ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-95-16
Pub Date—95
Note—4p.
Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Child Development, Developmental Disabilities, Diagnostic Tests, *Disability Identification, Evaluation Criteria, *Evaluation Methods, Evaluation Needs, Holistic Evaluation, Mental Health Workers, Prereferral Intervention, *Preschool Children, Preschool Education, Screening Tests, *Student Evaluation
Identifiers—ERIC Digests

With the enactment of the "Education for All Handicapped Children Act" of 1975, all children are entitled to appropriate free education and related services regardless of disabilities. As a result, major strides have been made toward providing services for developmentally delayed children. To gain access to these services, children who are suspected of having developmental or physical disabilities have to be referred to trained and qualified individuals or multi-disciplinary teams for assessment. Young children, however, are difficult to assess accurately. Current trends in preschool assessment include a move away from a "single assessor" model to an environmental model which is designed for the individual child. The following characteristics of preschool assessment are described: (1) criterion referenced and process oriented; (2) informal, indirect, and naturalistic evaluations; and (3) handicap accommodating

assessments. Because single discipline evaluations provide a "snap shot" from a limited perspective, assessments involving more than one discipline are recommended. The role of mental health practitioners is discussed. (JBJ)

ED 389 965 CG 025 966

de La Paz, Susan. Graham, Steve.

Screening for Special Diagnoses. ERIC Digest.

ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CG-95-17

Pub Date—30 Jan 95

Note—4p.

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Development, Developmental Disabilities, Diagnostic Tests, *Disability Identification, Elementary Secondary Education, Evaluation, Evaluation Criteria, *Evaluation Methods, Evaluation Needs, Holistic Evaluation, Mental Health Workers, Prereferral Intervention, *Screening Tests, *Special Needs Students, *Student Evaluation

Identifiers—ERIC Digests

The "Education for All Handicapped Children Act" (1975) requires that all children with disabilities receive a free and appropriate public education. Determining who has a disability and who is eligible for special services, however, is not an exact science. While practices differ greatly both across and within states, screening is an important part of the assessment process. School-based screening as well as problems and solutions for school screening, are discussed. Screening procedures are an important part of the assessment process to identify children and youth who have disabilities. Such procedures must be used with care, however, as they provide only a preliminary sign that a child has a disability. Additional testing is required to affirm or disprove the presence of a handicapping condition. If a disability is identified during follow-up assessment, the focus shifts to providing the student with appropriate education. (JBJ)

ED 389 966 CG 025 967

Prediger, Dale J.

Assessment in Career Counseling. ERIC Digest.

ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CG-95-18

Pub Date—30 Jan 95

Note—4p.

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Choice, *Career Counseling, Career Exploration, Career Guidance, Career Planning, Careers, Evaluation, *Evaluation Methods, *Self Concept, Self Evaluation (Individuals), *Test Interpretation

Identifiers—ERIC Digests, Person Environment Fit

This digest focuses on the career counseling process, specifically on the contribution of assessment procedures to career exploration and planning. Because these career development tasks are experienced by everyone, this digest addresses assessment for the many rather than intensive, problem focused career counseling. The following basic considerations are examined: (1) Trait and Factor Theory: The Foundation for Assessment; (2) Self-Concept: The Basis for Career Choice; (3) Assessment: A Primary Means for Self/Career Exploration; (4) Transformation of Assessment Data: Requirement of Helpful Assessment; (5) Data-Information Transformation: Bridge to Reality; (6) Informed Self-Estimates: Key to Ability Assessment; (7) Comprehensive, Articulated Assessment: A Goal; and (8) Development of Possibilities into Realities: A Requirement. Trait and factor theory has been revitalized by career development theory. Recognition of the importance of the self-concept in career exploration provides the basis for a closer relationship between assessment and counseling. (JBJ)

ED 390 015 CG 026 993

Talley, Ronda C., Ed. Short, Rick Jay, Ed.

Creating a New Vision of School Psychology: Emerging Models of Psychological Practice in Schools.

American Psychological Association, Washington, D.C.; ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Aug 95

Note—97p.; "A Special Psychology Digest Series," prepared collaboratively for the Annual Institute for Administrators of School Psychological Services (2nd, New York, NY, August 10, 1995). The eight individual digests have been separately analyzed, see CG 026 994 - 027 001.

Pub Type— Collected Works - General (020) — Information Analyses - ERIC IAP's (071)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Annotated Bibliographies, Cultural Pluralism, *Educational Psychology, Elementary Secondary Education, Higher Education, Integrated Services, *Models, *Psychological Services, School Health Services, *School Psychologists

The first, and most prominent, section of this publication consists of eight digest papers which offer several perspectives on new models for psychological practice in schools. The topics addressed in the digest series reflect key issues confronting psychologists as they struggle to increase their responsiveness to educational challenges in America's schools. Digests are as follows: "Creating a New Vision of School Psychology: Emerging Models of Psychological Practice in Schools" (Talley and Short); "Psychological Services in the Schools" (Kamphaus); "Working with Diverse Learners and School Staff in a Multicultural Society" (Sanchez, Li, and Nuttall); "Health Services in the Schools: Building Interdisciplinary Partnerships" (Paavola, Cobb, Illback, Joseph, and Torruella); "Redefining Doctoral School Psychology" (Short and Talley); "Establishing School-Based Internships in Professional Psychology" (Nelson); "Psychological Practice in Schools: System Change in the Heartland" (Reschly); and "Education and Health Care Advocacy: Perspectives on Goals 2000, IASA, IDEA and Healthy People 2000" (Talley and Short). The second section presents results of an extensive search of the ERIC database on each of the major topical areas covered by the digests, along with instructions for obtaining the full-text articles and documents. The third and final section is the "ERIC/CASS Resource Pack," which is intended to extend the reader's knowledge of the Educational Resources Information Center (ERIC), both as a consumer/user of ERIC as well as a contributor of papers and resources. (RB)

ED 391 107 CG 025 968

Hartung, Paul J.

Assessing Career Certainty and Choice Status. ERIC Digest.

ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CG-95-19

Pub Date—30 Jan 95

Note—4p.

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Career Choice, *Career Counseling, Career Exploration, Career Guidance, Career Planning, Careers, Decision Making, *Evaluation Methods, Self Evaluation (Individuals), Test Interpretation

Identifiers—ERIC Digests

Career certainty refers to the degree to which individuals feel confident, or decided, about their occupational plans. Since Parsons first classified people into career-decided and career-undecided groups, counseling researchers and practitioners have worked to formally assess career choice status. These efforts have yielded two generations of instruments useful for gauging clients' levels of and reasons for indecision as well as degrees of certainty about their career choices. First generation measures of career choice status yield total indecision scores. They have generated research on identifying multiple subtypes of undecided people and on developing differential interventions for each type. Second generation measures differ significantly from earlier instruments in that they were developed explicitly to assess multiple dimensions of career indecision. Counselors can use these scales to identify specific barriers that prevent a client from reaching a career-decided state. Surveying clients in terms of their choice status continues to help researchers understand the complexity of career indecision and choice status. It also aids practitioners in planning appropriate career counseling interventions. (JBJ)

ED 391 108 CG 025 969

Farmer, Helen S.

Gender Differences in Adolescent Career Exploration. ERIC Digest.

ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CG-95-20

Pub Date—30 Jan 95

Note—4p.

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescents, Career Choice, Career Counseling, *Career Exploration, Career Guidance, Career Planning, Decision Making, Developmental Stages, Elementary Secondary Education, *Evaluation Methods, School Guidance, *Sex Differences, Test Interpretation

Identifiers—ERIC Digests

Career exploration is a developmental stage identified by career development theorists and occurs typically during adolescents when boys and girls try out various work roles in part time work, volunteer work, or in school/community activities. This digest focuses on gender differences in the role of assessment in the exploration process. Girls have been found typically to explore careers from a narrower set of career options than do boys. This occurs based on occupational sex role socialization. Career education programs and classes in high school have attempted to reduce stereotyping in a variety of ways. The most frequently used measures to aid in career exploration during adolescence are career interest inventories. The National Institute of Education Guidelines for reducing sex bias in interest measurement were followed to a large extent by both interest measurement test developers and publishers in the decade following their publication. However, the continuing evidence that gender differences exist in career interest measurement strongly suggests that such assessment is accompanied with counseling. (JBJ)

ED 391 109 CG 025 970

Saterfiel, Thomas H. McLarty, Joyce R.

Assessing Employability Skills. ERIC Digest.

ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CG-95-21

Pub Date—30 Jan 95

Note—4p.

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Counseling, Career Guidance, Careers, *Employment Potential, Evaluation, *Evaluation Methods, *Job Skills, Personnel Evaluation, Self Evaluation (Individuals), Test Interpretation, *Vocational Evaluation

Identifiers—ERIC Digests

The term "employability skills" refers to those skills required to acquire and retain a job. In the past, employability skills were considered prima-

BEST COPY AVAILABLE

rily of a vocational or job-specific nature; they were not thought to include the academic skills most commonly taught in schools. Current thinking, however, has broadened the definition to include not only many foundational academic skills, but also a variety of attitudes and habits. Recent usage of the term has described the preparation of foundational skills upon which a person must build job-specific skills. These skills include: communication, personal and interpersonal relationships, problem solving, and management of organizational processes. Ever growing numbers of employers are assessing these skills, primarily in reading and mathematics, prior to hiring. However, educators still show greater interest in employability skills assessment than do employers. Several efforts at employability assessment are discussed. When selecting an approach for assessing employability skills, the following criteria must be kept in mind: (1) the assessment must clearly mirror the nature of the skill required; (2) the skill assessed should be teachable; and (3) each assessment must be evaluated in the context of its purpose. (JBJ)

ED 391 110 CG 025 971

Lester, Juliette N. Perry, Nancy S.

Assessing Career Development with Portfolios. ERIC Digest.

ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CG-95-22

Pub Date—30 Jan 95

Note—4p.

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accountability, Career Choice, *Career Counseling, *Career Development, Career Exploration, Career Guidance, Career Planning, Careers, Educational Change, Elementary Secondary Education, Evaluation, Evaluation Methods, *Portfolio Assessment, Portfolios (Background Materials), Self Evaluation (Individuals)

Identifiers—ERIC Digests

Recent efforts to improve education have led to a new look at assessment. As pedagogy has changed to focus on learner-centered education, the need to make assessment an integral, on-going part of instruction has become obvious. Concurrently, federal initiatives to promote educational reform have required the provision of career development opportunities and have demanded accountability in this area. The portfolio concept is one way to meet this challenge by giving students ownership of their work and standards by which they can be measured. States and local districts must define the career development standards they wish to implement, allow students the opportunity to take responsibility for their career development, offer the necessary career guidance and counseling to support student learning, and assess both the program and the individual to assure that the expected outcomes are being achieved. The portfolio provides the format for the process and documentation of career development while giving individuals and programs standards for assessment. (JBJ)

ED 391 111 CG 025 972

Schmeiser, Cynthia B.

Ethics in Assessment. ERIC Digest.

ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CG-95-23

Pub Date—30 Jan 95

Note—4p.

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Codes of Ethics, Counselor Evaluation, *Ethics, *Evaluation, Evaluation Methods, Evaluation Problems, Peer Evaluation, *Professional Associations, *Standards

Identifiers—ERIC Digests

Promoting ethical practices in assessment is considered to be a very important goal of the organizations involved in assessment. Codes are intended to increase the awareness of ethical practice among their memberships and to promote ethical uses of assessment in various contexts such as teaching, counseling, evaluation, and research. The level of enforcement that each organization takes is directly tied to the character of membership in the organization, whether it is voluntary or tied to a credential or designation. The more stringent the requirements are for membership in an organization, the easier it is for that organization to establish a more formal means of discipline and enforcement. Educating others to understand and to engage in ethical practices is a critical goal. Illustrations of good and bad practice within realistic assessment contexts and discussions of ethical dilemmas are excellent ways of promoting ethically responsible practice in assessment. (JBJ)

ED 391 112 CG 025 973

Sedlacek, William E. Kim, Sue H.

Multicultural Assessment. ERIC Digest.

ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CG-95-24

Pub Date—30 Jan 95

Note—4p.

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Bias, *Cultural Awareness, Cultural Pluralism, *Culture Fair Tests, Ethnic Bias, Evaluation, Evaluation Methods, *Evaluation Problems, Evaluation Research, Intercultural Communication, Personality Assessment, Psychological Evaluation, Racial Bias, Sex Bias, *Test Bias, *Test Construction, Test Interpretation, Testing

Identifiers—ERIC Digests

More valid assessments for multicultural populations would help counseling professionals better serve their clients and improve the lives of many people whose backgrounds and experiences may differ from those of White clients. Four common misuses of multicultural contexts are: (1) assuming that labeling something solves the problem; (2) using measures normed on White populations to assess non-White people; (3) ignoring the cultural assumptions that go into the creation of assessment devices; and (4) not considering the implications of the use of measures with clients from various racial and cultural groups. Some suggestions for improving multicultural assessments are: (1) concentrate on empirical and operational definitions of groups, not *just* labels; (2) identify measures specifically designed for multicultural groups; (3) encourage the consideration of cultural factors in the earliest conceptual stages of instrument development; and (4) increase opportunities for an exchange of information between those with quantitative training in instrument development and those with an interest and expertise in multicultural issues. Research on the validity and reliability of measures for specific multicultural groups is needed. (JBJ)

ED 391 982 CG 025 974

Lam, Tony C. M.

Fairness in Performance Assessment. ERIC Digest.

ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CG-95-25

Pub Date—95

Note—4p.

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Evaluation Methods, *Evaluation Problems, Evaluation Research, *Performance Factors, *Performance Tests, *Student Evaluation, *Test Bias, Test Construction, Test Interpretation, Testing

Identifiers—ERIC Digests

Performance assessment is a type of educational assessment in which judgments are made about student knowledge and skills based on observation of student behavior or inspection of student products. In dealing with the issue of fairness in performance assessment, educators are confronted with some dilemmas. Assuring equality in performance assessment through standardization enables comparisons of student performance and simplifies administration processes; however, it loses task meaningfulness and creates difficulty in avoiding bias. Assuring equity effectively reduces bias and enables rich, meaningful assessment, but it introduces difficulty in administration and in comparing student performance, causes a potential side effect of poorly equipping students for the real world, and can be unfair to students with low awareness of their own abilities and quality of performance. Although standardized assessment is encouraged because it is a requirement for reliability, which is a necessary condition for validity, the hermeneutic approach to score interpretation supports contextualized and non-standardized assessment, and argues that validity can be achieved without reliability. Currently there is little research devoted to examining and promoting fairness in performance assessment. (JBJ)

ED 391 983 CG 025 975

Sampson, James P., Jr.

Computer-Assisted Testing in Counseling and Therapy. ERIC Digest.

ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CG-95-26

Pub Date—95

Note—4p.

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Testing, Computer Uses in Education, *Counseling, Counselors, *Evaluation Methods, Evaluation Problems, Evaluation Research, Test Construction, Test Interpretation, Testing

Identifiers—ERIC Digests

Computer-assisted testing (CAT) in counseling and therapy is becoming increasingly common due to dramatic improvements in cost-effectiveness and increased counselor familiarity with computer applications. The assumption underlying the use of CAT is that the effectiveness of counseling is improved by allocating repetitive computational and instructional tasks to the computer, thus allowing counselors to concentrate more fully on interpersonal tasks. Options for using CAT in counseling and therapy include: (1) test administration; (2) test scoring; (3) test score profile generation; (4) narrative interpretive report generation for both client and practitioner; and (5) videodisc-based generalized test interpretation provided to the client immediately following test administration. Benefits of CAT include enhanced test administration, scoring, interpretation, and integration. A potential limitation is the need to establish equivalency for each instrument. Other limitations include scoring errors, test validity, and ethical concerns about counselor misuse. (JBJ)

ED 391 984 CG 025 976

Geisinger, Kurt F. Carlson, Janet F.

Testing Students with Disabilities. ERIC Digest.

ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.

Spons Agency—Office of Educational Research

BEST COPY AVAILABLE

and Improvement (ED), Washington, DC.
Report No.—EDO-CG-95-27
Pub Date—95
Note—4p.
Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Accessibility (for Disabled), Assistive Devices (for Disabled), Communication Aids (for Disabled), *Disabilities, Elementary Secondary Education, Evaluation Methods, *Evaluation Problems, Evaluation Research, Special Education, Test Construction, *Test Interpretation, *Test Selection
Identifiers—Americans with Disabilities Act 1990, ERIC Digests, *Testing Accommodations (Disabilities)

The assessment of students with disabilities has taken on considerable importance since the passing of the "Americans with Disabilities Act (ADA)" of 1990. ADA requires that assessment of individuals with disabilities be performed with any reasonable accommodations being made. The considerations involved in assessing students with disabilities are presented under three related activities: (1) test selection—Is the instrument suitable for students with disabilities? Were individuals with like disabilities included in the normative and validation samples? (2) test administration—Can the student be appropriately and meaningfully assessed using the conditions under which the instrument was standardized? and, (3) test interpretation. Some information on the extent and severity of a student's disability should be acquired before an assessment either is selected or administered. It may also be appropriate to choose and administer tests that assess compensatory skills. (JBJ)

ED 391 985 CG 025 977
Rosenfield, Sylvia Nelson, Deborah
The School Psychologist's Role in School Assessment. ERIC Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-95-28
Pub Date—95
Note—4p.
Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, Evaluation Criteria, Evaluation Methods, Evaluation Problems, Evaluation Research, Evaluation Uulization, Evaluators, *Intervention, Psychological Evaluation, Psychological Testing, *School Psychologists, *Student Evaluation, Testing
Identifiers—ERIC Digests

School psychologists can play a unique role in schools because of their assessment expertise. Traditionally, they have been most involved in individual psychoeducational assessment for classification and labeling purposes, but the limitations of this form of assessment for building intervention strategies has led many school psychologists to broaden their role. Currently, there are at least three major purposes of school psychological assessment: (1) informing entitlement/classification decisions; (2) planning interventions; and (3) evaluating outcomes. Techniques linking assessment to interventions are being demonstrated by school psychologists as they consult with teachers to enhance the classroom performance of students. Further, school reform initiatives have required more program evaluation at the building and system level and school psychologists are engaged in these activities as well. Assessment is an important task in the schools, and school psychologists can increase their impact on school effectiveness by contributing their expertise in this domain at many levels. (JBJ)

ED 391 986 CG 025 978
Smith, Douglas K.
Cooperation between School Psychologists and Counselors in Assessment. ERIC Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-95-29
Pub Date—95
Note—4p.
Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cooperation, Elementary Secondary Education, Evaluation Methods, Evaluation Problems, *Evaluators, Psychological Evaluation, Psychological Testing, *School Counselors, *School Psychologists, *Student Evaluation, Student Problems, Testing
Identifiers—ERIC Digests

The role of school psychologists and counselors in assessment is well established. With the current emphasis on collaboration in schools and the use of a pupil services model to deliver services, it is important to examine ways in which school psychologists and counselors can work together for assessment purposes. School psychologists' involvement in assessment begins with a student who has been referred by a parent or teacher for academic or behavioral difficulties. As part of the assessment process, an individual test of intelligence and an achievement test are likely to be administered. Counselors use assessment information to clarify concerns of clients, to plan programs or interventions and evaluate their effectiveness, to provide career planning information, and to assist clients in understanding themselves. School psychologist and counselor assessment processes have differing emphases that are complimentary to each other. The multidisciplinary approach to assessment required by recent legislation is especially suited for these two groups of professionals to work together in a collaborative manner. In this way a more complete picture of students' needs can be developed and service delivery can be enhanced. (JBJ)

ED 391 987 CG 025 979
Plake, Barbara S. Conoley, Jane Close
Using Buros Institute of Mental Measurements Materials in Counseling and Therapy. ERIC Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-95-30
Pub Date—95
Note—4p.
Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Counselors, *Evaluation, Evaluation Methods, Evaluation Research, *Personality Assessment, *Psychological Testing, *Test Reviews, *Test Selection, Testing
Identifiers—Buros Institute of Mental Measurements, ERIC Digests

Assessment use is a cornerstone of successful counseling. Information from assessments is used for making several important therapeutic decisions, requiring the counselor to have information about assessment devices and approaches. Tests are being published at a remarkable rate; it is a challenge for counselors to stay well informed. Products and programs from the Buros Institute of Mental Measurements serve test information needs of counselors and therapists. The "Mental Measurement Yearbook" and "Test in Print" series contain information about availability, quality, and utility of assessment devices. Counselors can identify tests potentially appropriate for their clinical practice and stay up-to-date on assessment of psychological constructs and educational outcomes through use of these volumes. In addition, the Institute sponsors topical symposia and volumes targeted at specific audiences; these can provide cutting edge assessment information to counselors and therapists. The counseling process is multifaceted and complex. Tests and other specific assessment approaches are useful assisting counselors in making appropriate clinical decisions; the Buros Institute's mission is to support well-informed assessment decisions. (JBJ)

ED 391 988 CG 025 980
Drake, Liselle Rudner, Lawrence M.
Internet Resources for Guidance Personnel. ERIC Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-95-31
Pub Date—95
Note—4p.
Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Computer Literacy, *Computer Mediated Communication, Computer Uses in Education, Computers, Counseling, Counselors, *Electronic Mail, Elementary Secondary Education, *Internet, *Online Systems, Reference Materials, *School Counseling, *School Guidance
Identifiers—ERIC Digests

With tens of thousands of information providers and millions of users, Internet is an enormous and growing resource for guidance counselors and other personnel service professionals. In this digest Internet resources of particular interest to the guidance community are identified. Listservs are electronically facilitated (through the use of e-mail) discussion forums of participants who share a common interest. Some listservs of interest to guidance personnel are listed. Gophers are menu-driven systems providing access to a wide range of information. Via Internet and Gopher software, you literally connect to computers across the world to obtain information. Some Gopher sites of interest to the guidance community are listed. The entire contents of "Resources in Education" and "Current Index to Journals in Education" are available through the ERIC Database available on several Internet sites. The ERIC Digest File, consisting of 1,500-word reports that synthesize research and ideas about emerging issues in education, is also accessible through the Internet. AskERIC e-mail service is a personalized Internet based service for educators and professionals allied with education support services. (JBJ)

ED 391 989 CG 025 981
Kapes, Jerome T.
Locating and Evaluating Career Assessment Instruments. ERIC Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-95-32
Pub Date—95
Note—4p.
Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Aptitude Tests, Career Choice, *Career Counseling, Career Exploration, Career Guidance, Career Planning, Careers, Evaluation Methods, Evaluation Research, *Interest Inventories, *Occupational Tests, Test Interpretation, *Test Reviews, *Test Selection, Testing
Identifiers—ERIC Digests

Much information is available to help users locate and evaluate career assessment instruments. This digest can help improve their evaluations. For the purpose of both locating and evaluating career assessment instruments there are three primary sources. Best known among these are the Buros Institute's publication "Tests in Print" and its comparison set of reviews in the "Mental Measurements Yearbooks." A second source is "Tests and Test Critiques." Both include a listing and brief description of most tests commercially available in English speaking countries as well as periodically published volumes of test reviews. The third source, published by the National Career Development Association, is "A Counselor's Guide to Career Assessment Instruments." This book contains reviews of the most prominent career assessment instruments as well as brief descriptions of most others commercially available. It also includes chapters on selecting,

BEST COPY AVAILABLE

evaluation, using, and interpreting career relevant tests. There are a number of other sources that focus on specialized aspects of career assessment. Instrument evaluation sources and standards are discussed. (JBJ)

ED 391 990 CG 025 982

Thompson, Bruce

Inappropriate Statistical Practices in Counseling Research: Three Pointers for Readers of Research Literature. ERIC Digest.

ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CG-95-33

Pub Date—95

Note—4p.

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Counseling, Educational Researchers, Evaluation Methods, Evaluation Problems, Research Design, Research Methodology, *Research Problems, *Scoring, *Statistical Analysis, Statistics, *Test Interpretation, *Test Reliability, Test Use

Identifiers—ERIC Digests

The research literature provides important guidance to counselors working to keep abreast of the latest thinking regarding best practices and recently developed counseling tools. The purpose of this digest is to highlight a few errors that seem to recur within the literature, and to provide some helpful references that further explore these problems. Insufficient attention to score reliability occurs in between 40 to 50 percent of the published research and is serious because effect sizes and power against Type II error are both attenuated by measurement error. Over-reliance on tests of statistical significance is a major second issue that occurs when researchers incorrectly assume that the p values calculated in statistical significance tests evaluate the probability that results will occur. The null hypothesis and statistical significance is discussed. Finally, this digest examines stepwise methods and asserts that they should not be used. Three problems of stepwise analyses are presented. (JBJ)

ED 393 058 CG 026 926

Hinkle, J. Scott; Wells, Michael E.

Family Counseling in the Schools. Effective Strategies and Interventions for Counselors, Psychologists and Therapists.

ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-56109-064-6

Pub Date—95

Note—262p.

Available from—ERIC/CASS Publications, School of Education, University of North Carolina at Greensboro, Greensboro, NC 27413 ($19.95).

Pub Type— Collected Works - General (020) — Information Analyses - ERIC IAP's (071) — Guides - Non-Classroom Use (055)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Case Studies, *Counseling Techniques, Counseling Theories, Counselor Training, Elementary Secondary Education, *Family Counseling, Family Problems, Intervention, Parent Counseling, Psychologists, School Counseling, *School Counselors, School Psychologists, Systems Approach, Therapy

While referrals and collaboration outside the confines of the school are often necessary, the literature offers school counselors no guidance in the provision of family counseling services. This book emphasizes school counselors, themselves, working with families in the schools. A viable and dynamic theory of school counseling which is unique in its emphasis on doing family counseling in schools rather than relying on referral to outside agencies is presented. This monograph pays particular attention to assisting helping specialists to become more knowledgeable about, and effective in, using family counseling techniques and interventions. Chapters are: (1) A Systems Perspective in the Schools; (2) Systems Theory and School Counseling; (3) Training in Family Counseling for School Counselors; (4) Additional Family Counseling Approaches in the Schools; (5) Family Counseling Techniques in the Schools; (6) Family Assessment and the School Environment; (7) Special Clinical Issues in the Schools: Abuse, Anorexia, Substance Abuse, Attention Deficit/Hyperactivity Disorder, and Antisocial Behavior; (8) Issues of Divorce and Marital Conflict; (9) A Family Approach to School and Community Crisis Management; (10) Getting Started with Family Counseling; and (11) Case Contributions from School Counseling Professionals. A suggested reading list of 46 books and 14 journals on family counseling for school counselors is an appendix. Contains 249 references. (JBJ)

ED 393 059 CG 026 927

Lee, Courtland C.

Saving the Native Son: Empowerment Strategies for Young Black Males.

ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-56109-063-8

Pub Date—96

Note—173p.

Available from—ERIC/CASS Publications, School of Education, University of North Carolina at Greensboro, Greensboro, NC 27413 ($16.95).

Pub Type— Guides - Non-Classroom Use (055) — Collected Works - General (020) — Information Analyses - ERIC IAP's (071)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Adolescent Development, Black Education, *Black Students, *Black Youth, Elementary Secondary Education, Individual Development, Intervention, *Males, Program Guides, Role Models, *School Counseling, School Guidance, Student Characteristics, Student Development

Identifiers—*Empowerment

Achieving manhood has historically been a complex and challenging task for the Black male in America. Therefore Black manhood must be carefully fostered from an early age by major socializing agents and institutions. This book provides school counselors and related professionals with important information about the development of young Black males. It is designed as an action manual for all those concerned about promoting the development of the next generation of African American men. The concepts and programs presented are designed to guide initiatives for promoting the academic, career, and personal-social empowerment of young Black males. Chapters are: (1) The Black Male in Contemporary Society: Social and Educational Challenges; (2) The Psychosocial Development of Black Males: Issues and Impediments; (3) African/African-American Culture: Its Role in the Development of Black Male Youth; (4) "The Young Lions": An Educational Empowerment Program from Black Males in Grades 3-6; (5) "Black Manhood Training": An Empowerment Program for Adolescent Black Males; (6) Tapping the Power of Respected Elders: Ensuring Male Role Modeling for Black Male Youth; (7) Educational Advocacy for Black Male Students; (8) "S.O.N.S.": Empowerement Strategies for African American Parents; (9) "White Men Can't Jump," But Can They Be Helpful? (10) "The Malcolm X Principle: Self-Help for Young Black Males; and (11) A Call to Action: A Comprehensive Approach to Empowering Young Black Males. (JBJ)

CS

ED 386 713 CS 012 272

Sensenbaugh, Roger

Reading Recovery. ERIC Digest.

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CS-95-09

Pub Date—95

Note—3p.

Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cost Effectiveness, *Early Intervention, Grade 1, Primary Education, Program Descriptions, Program Effectiveness, *Remedial Reading, Teacher Education, *Teacher Role

Identifiers—ERIC Digests, *Reading Recovery Projects

Noting that Reading Recovery appears to be both effective and fairly non-controversial, this digest discusses aspects of the Reading Recovery program. Elements of the Reading Recovery program and a typical Reading Recovery lesson are described; issues of the importance of teacher education and teacher role in those lessons are addressed; the existing literature in the ERIC database regarding the effectiveness of Reading Recovery is reviewed; and the cost effectiveness of the program is discussed. Contains 10 references. (RS)

ED 386 734 CS 215 032

Cobine, Gary R.

Writing as a Response to Reading. ERIC Digest.

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CS-95-08

Pub Date—95

Note—3p.

Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.

Pub Type— Information Analyses - ERIC IAP's (071) — Guides - Classroom Use - Teaching Guides (052) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, *Journal Writing, Reader Response, *Reading Instruction, *Reading Writing Relationship, Writing Assignments, *Writing Instruction

Identifiers—ERIC Digests, *Reading Logs, *Response to Literature, Writing Thinking Relationship

Although reading and writing exist only in relation to each other, writing plays little or no role in the usual instructional approaches to reading. Mostly, reading is taught as a sequence of discrete skills, which is ineffective since it accommodates the analytic reading style to the exclusion of global, kinesthetic, and auditory styles. Reading taught together with writing can accommodate all reading styles. By writing while reading, students could learn to organize their thoughts, and after habitually writing in response to reading, they could learn to clarify and refine their thoughts. Through activities centered around a reading log, the students could elucidate several aspects of their thought processes: using the reading log as a "response journal," they could discover ideas, and using it as a "text-to-meaning journal," they could rethink ideas, and using it as a "process journal," they could regulate their reading habits. Before students make entries in their reading logs, the teacher must ensure that they know how to use the log. Before every assignment, the teacher could discuss the type of reading and the purpose for reading, as well as the procedures for the particular assignment. All the activities arranged before, during, and after a reading and all the specific writing assignments made along with the reading are based upon the premise that students assimilate their perceptions of a text most fully by writing in response to reading. (Contains nine references.) (RS)

ED 387 794 CS 214 999

Bush, Harold K., Jr.

Poststructuralism as Theory and Practice in the English Classroom. ERIC Digest.

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CS-95-07

Pub Date—95

Note—3p.

Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.

Pub Type— Information Analyses - ERIC IAP's (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College English, Cultural Context, English Curriculum, Higher Education, *Language Role, *Literary Criticism, *Reader Response, *Reader Text Relationship, Writing Instruction

Identifiers—Deconstruction, ERIC Digests, Historical Background, *Literary Theory, Postmodernism, *Poststructuralism, Response to Literature, Structuralism, Theory Development

This digest provides a historical review of some current literary theories and practices which developed from contemporary philosophy. Structuralism, associated with Ferdinand de Saussure and Claude Levi-Strauss, with a seemingly scientific view of language and culture posited a systemic "center" that organized and sustained an entire structure. The historic attack against this central premise of structuralism is usually traced to a paper entitled "Structure, Sign and Play in the Discourse of the Human Sciences," delivered by Jacques Derrida in 1966. Derrida criticized the Western "logocentric" notion of an ever-active transcendent center or ground. Poststructuralism is generally considered to include three main features: the primacy of theory; the decentering of the subject; and the fundamental importance of the reader. Following is a discussion on: (1) How has poststructuralism as a theory affected English classroom practices in the teaching of literature? and (2) How has poststructuralism affected the teaching of writing? Contains 15 references. (NKA)

ED 389 029 CS 509 089

Zhang, Hong Alex, Nola Kortner

Oral Language Development across the Curriculum, K-12. ERIC Digest.

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CS-95-10

Pub Date—95

Note—3p.

Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication Skills, Elementary Secondary Education, Language Acquisition, *Language Skills, *Oral Language, Skill Development, Speech Communication, *Student Needs, *Teacher Role, *Verbal Learning

Identifiers—ERIC Digests, *Oral Communication across the Curriculum, Oral Learning, *Speaking across the Curriculum

Noting that speech is not simply basic communication, this digest discusses ways in which teachers can help children develop oral language proficiency. The digest holds that speech involves thinking, knowledge, and skills, and that it requires practice and training. After setting out three criteria for oral language competence—fluency, clarity, and sensitivity—the digest suggests that oral language development has largely been ignored in the classroom. It points out that oral language provides a foundation for the development of other language skills and that the literacy process actually begins with speaking. The digest sees the teacher's role as that of a facilitator of the learning process and offers suggestions for instructional strategies. (Contains 10 references.) (NKA)

ED 390 094 CS 509 117

Aiex, Nola Kortner

Politically Correct on Campus. ERIC Digest.

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CS-96-01

Pub Date—96

Note—3p.

Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Faculty, College Students, Curriculum Development, Educational Environment, *Freedom of Speech, *Higher Education, *Interpersonal Communication, *Language Usage, *Political Issues, Verbal Abuse

Identifiers—Controversy, ERIC Digests, *Political Correctness, Speech Codes

This digest reviews materials which discuss political correctness and its manifestations on college campuses. First presenting opposing definitions of the term (liberal and conservative), the digest then reports on the topic as seen in the research, and offers several suggestions about incorporating the conflicts themselves into the curriculum. The digest concludes by considering whether or not political correctness is really an important issue on college campuses. Contains 21 references. (NKA)

ED 391 182 CS 215 219

Essex, Christopher

Teaching Creative Writing in the Elementary School. ERIC Digest.

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CS-96-02

Pub Date—96

Note—3p.

Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 East 10th Street, Suite 150, Bloomington, IN 47408-2698.

Pub Type— Information Analyses - ERIC IAP's (071) — Guides - Classroom Use - Teaching Guides (052) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Childhood Interests, *Childrens Writing, *Creative Writing, Elementary Education, Feedback, Peer Evaluation, *Teacher Role, Writing for Publication, *Writing Instruction

Identifiers—ERIC Digests, *Story Writing, *Writing Development

Noting that most children enter school with a natural interest in writing, this digest discusses how elementary school teachers can become actively involved in teaching creative writing to their students. The digest considers several reasons for teaching creative writing, provides practical suggestions from other teachers about teaching story writing, reports on the effectiveness of peer feedback, and offers some ideas about publishing children's writing. (NKA)

ED 391 193 CS 509 132

Cotton, Eileen Giuffre

The Online Classroom: Teaching with the Internet.

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-883790-18-2

Pub Date—96

Note—206p.

Available from—EDINFO Press, P.O. Box 5247, Bloomington, IN 47407 ($22.95).

Pub Type— Guides - Classroom Use - Teaching Guides (052) — Information Analyses - ERIC IAP's (071)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Class Activities, Educational Games, Elementary Secondary Education, *Fables, Information Seeking, Instructional Innovation, *Internet, Lesson Plans, *Online Systems

Identifiers—Gopher, *Netscape, Telnet

Presenting a wide array of Internet addresses and sample lessons, this book shows how teachers can integrate the Internet into their K-12 curriculum to actively involve students. The ideas and lessons in the book help students to communicate with people in faraway places; gather information from around the globe; develop sophisticated research skills; increase knowledge across the curriculum; strengthen creative abilities; develop fluency in keyboarding, reading, and writing; and engage in both cooperative and independent learning. Topics covered in the book include e-mail, Netscape, megapages, Gopher, FTP, Telnet, and HTML. Chapters in the book are: (1) What Is This Thing Called "the Internet"?; (2) E-pals and Keypals; (3) Netscaping; (4) Surfin' the Megapage; (5) Just for the Little Kids; (6) Go for Fables, i.e. Gopher Fables; (7) FTP=Fairy Tales Please; (8) A Book an Hour; (9) Telnet, Anyone?; (10) Searching; (11) The ABCs; (12) A Whale of a Time; (13) The News; (14) Get a Job!; (15) Look Who's Talking; (16) Virtually Together in D.C.; (17) Games People Play; and (18) HTML and YOU. A 30-item select bibliography and information on 6 commercial on-line services in the United States and Canada are attached. (RS)

ED 392 036 CS 012 388

Thogmartin, Mark B.

Teach a Child To Read with Children's Books: Combining Story Reading, Phonics, and Writing to Promote Reading Success.

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.; Indiana Univ., Bloomington. Family Literacy Center.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-883790-20-4

Pub Date—96

Note—213p.

Available from—EDINFO Press, P.O. Box 5247, Bloomington, IN 47407.

Pub Type— Guides - Non-Classroom Use (055) — Information Analyses - ERIC IAP's (071)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Beginning Reading, *Childrens Literature, Childrens Writing, Early Reading, Home Study, Individual Instruction, *Parent Child Relationship, *Parent Participation, Parent Role, Phonics, Reading Aloud to Others, Reading Motivation, *Reading Writing Relationship, *Young Children

Identifiers—Beginning Writing, *Trade Books

This guide shows parents how to help their children develop into skilled and motivated readers. The guide contains sections on (1) how to prepare a child for reading success, long before lessons begin; (2) how to use children's literature to promote learning and enjoyment; (3) why combining book experiences and phonics is better than either approach alone; (4) ways to use writing to enhance a child's reading progress; (5) why reading aloud is so important; and (6) which books to use with a child and where to find them. The guide includes easy-to-use record-keeping and lesson plan forms. A bibliography of suggested books organized by reading level and a list of 33 references is included. (NKA)

BEST COPY AVAILABLE

ED 392 111 CS 509 225

Mino, Mary

Taking Personal and Professional Contexts into Account in the Basic Public Speaking Course. ERIC Digest.

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CS-96-03

Pub Date—96

Note—3p.

Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th Street, Suite 150, Bloomington, IN 47408-2698.

Pub Type— Information Analyses - ERIC IAP's (071) — Guides - Classroom Use - Teaching Guides (052) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Class Activities, Education Work Relationship, Higher Education, *Individual Development, Instructional Effectiveness, Introductory Courses, *Listening Skills, Persuasive Discourse, *Public Speaking, *Relevance (Education), Student Attitudes, Undergraduate Students

Identifiers—*Communication Context, ERIC Digests

This Digest discusses how to integrate basic public speaking concepts into college students' personal and professional lives. The Digest first considers the relevance of the basic course and then suggests the application speech as one instructional activity which illustrates how the oral communication concepts presented in the basic course are inherent in all communication situations. The Digest outlines the activity and discusses its positive instructional impact. The Digest also offers an alternate activity, specifically a small group exercise, and suggests a group final exam for public speaking which focuses on practical applications. (NKA)

ED 394 147 CS 215 286

Stewart, Richard D.

Using Mythic-Archetypal Approaches in the Language Arts. ERIC Digest.

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—96

Note—3p.

Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th Street, Suite 150, Bloomington, IN 47408-2698.

Pub Type— Viewpoints (120) — Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Creative Writing, Dreams, Elementary Secondary Education, *Imagery, Imagination, *Individual Development, *Instructional Innovation, *Language Arts, Literature Appreciation, *Mythology, Student Needs, Teaching Methods

Identifiers—*Archetypes, ERIC Digests

This digest considers approaches to langugae arts teaching that are based on mythic or archetypal ways of experiencing and knowing. The Digest argues that such approaches address students' inner lives more directly than do the usual instructional methods such as whole language or student-centered instruction, and thus can help to promote feelings-sharing, intuition, and imagery production in the classroom. The Digest is divided into sections on Myths, Imagery, and Symbols; Myth and Archetype as Instructional Tools; and Dream Sharing in the Classroom. The digest concludes that both teachers and students can profit from learning to access their inner resources, especially their inner intuitive and image-making abilities and emotional states. (NKA)

ED 396 265 CS 012 510

Collins, Norma Decker

Motivating Low Performing Adolescent Readers. ERIC Digest.

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CS-96-06

Pub Date—96

Note—3p.

Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th Street, Suite 150, Bloomington, IN 47408-2698.

Pub Type— Guides - Classroom Use - Teaching Guides (052) — Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescents, Instructional Innovation, *Learning Processes, Lifelong Learning, *Low Achievement, Reading Materials, *Reading Motivation, Secondary Education, *Student Motivation, *Teacher Role

Identifiers—ERIC Digests, *Reading Uses

This Digest focuses on motivating the low performing adolescent in a remedial reading or subject area classroom—the idea is that students who are disengaged from their own learning processes are not likely to perform well in school. The Digest points out that such adolescents are often caught in a cycle of failure and that secondary teachers must help the student break the cycle of failure. It offers several practical and effective methods for motivation from the research literature that can be used by the classroom teacher. The Digest also states that a wide variety of teaching materials can help provide for differences in students' ability to learn, and that teachers must continue to create contexts which promote success. It concludes that there is much truth in the statement "The only way to improve reading skills is to read." (Contains eight references.)(NKA)

ED 396 338 CS 215 411

Cobine, Gary R.

Teaching Expressive Writing. ERIC Digest.

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CS-96-07

Pub Date—96

Note—3p.

Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th Street, Suite 150, Bloomington, IN 47408-2698.

Pub Type— Information Analyses - ERIC IAP's (071) — Guides - Classroom Use - Teaching Guides (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Expressive Language, Free Writing, Higher Education, *Journal Writing, Secondary Education, Teacher Role, *Writing Assignments, *Writing Instruction, *Writing Processes

Identifiers—ERIC Digests, *Expressive Writing, *Writing Development

This digest discusses expressive writing and the expressive mode, which is seen as a recurring stage in a writer's process of writing. The digest suggests that by structuring expressive writing activities and correlating them with particular stages of the writing process, a teacher can draw the natural linguistic activity out of a student. The digest advocates using journal writing as a stimulus for various stages in the creative process and presents several class exercises and assignments in journal writing which can help develop the students' expressive writing abilities. The digest concludes by offering three general principles for teachers to keep in mind while they are guiding students through the recursive stages of the writing process with the use of expressive writing activities. Contains 10 references. (NKA)

EA

ED 386 783 EA 026 696

Stolp, Stephen Smith, Stuart C.

Transforming School Culture: Stories, Symbols, Values & the Leader's Role.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-86552-132-8

Pub Date—95

Note—104p.

Available from—ERIC Clearinghouse on Educational Management, 5207 University of Oregon, 1787 Agate Street, Eugene, OR 97403-5207 ($12.50 plus $4 shipping and handling).

Pub Type— Books (010) — Information Analyses - ERIC IAP's (071)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Educational Assessment, Educational Change, *Educational Environment, Elementary Secondary Education, Institutional Characteristics, *Institutional Mission, *Leadership, *Organizational Change, *Organizational Climate, Systems Approach

Identifiers—*School Culture

This book is designed to help educators recognize and, if necessary, change a school's culture. It guides principals, other administrators, and teachers in the process of shaping the culture of their schools. For those who have already begun the process, the book provides insights, examples, and reassurance that their efforts are headed in the right direction. Chapter 1 provides a framework to help leaders understand the terms "culture" and "climate." Chapter 2 establishes the importance of culture by reviewing some of the research evidence, which shows that school culture influences student and teacher motivation, school improvement, leadership effectiveness, and academic achievement. The third chapter examines three levels of organizational culture outlined by Edgar H. Schein (1984)—tangible artifacts, values and beliefs, and underlying assumptions. Chapter 4 describes several instruments and qualitative procedures that a leader can use to identify and measure school culture at each of Schein's three levels. The next three chapters offer three perspectives on the process of transforming a school's culture—the systems approach, vision building, and the leader's role as learner, motivator, and modeler. Practical suggestions for culture-building are also given. (Contains 72 references.)(LMI)

ED 390 112 EA 026 954

Walker, Dean

Integrative Education. ERIC Digest, Number 101.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EA-96-1

Pub Date—Jan 96

Note—3p.

Available from—Editor, ERIC Clearinghouse on Educational Management, 5207 University of Oregon, Eugene, OR 97403-5207 (free; $2.50 postage and handling).

Pub Type— Information Analyses - ERIC IAP's (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Fused Curriculum, *Holistic Approach, *Integrated Curriculum, Integrated Learning Systems, *Interdisciplinary Approach, Program Implementation, Teaching Methods

Identifiers—ERIC Digests

A growing number of education reformers are justifying their reform strategies by pointing to the findings of developmental brain research, theories of information processing, and the needs dictated by today's information-rich world. They advocate integrative education, which places students in a holistic context. This digest describes the principles of integrative education and research outcomes on

BEST COPY AVAILABLE

its effectiveness. As yet, findings on the effectiveness of integrative education are inconclusive. The forms of implementation and administrative support for integrative education are also described. (Contains eight references.) (LMI)

ED 390 114 EA 027 190

Irmsher, Karen

Communication Skills. ERIC Digest, Number 102.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EA-96-2

Pub Date—Jan 96

Note—3p.

Available from—Editor, ERIC Clearinghouse on Educational Management, 5207 University of Oregon, Eugene, OR 97403-5207 (free; $2.50 postage and handling).

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Effectiveness, *Communication Skills, Elementary Secondary Education, Interpersonal Relationship, *Interprofessional Relationship, *Listening Skills, Nonverbal Communication, *Organizational Communication, Receptive Language

Identifiers—ERIC Digests

On average, leaders are engaged in one form or another of communication for about 70 percent of their waking moments. This digest provides suggestions for school leaders who want to increase the effectiveness of those interactions. A first step is to recognize that listening is the skill most essential to effective communication. Other skills of effective communicators include asking questions, giving constructive feedback, paraphrasing, checking perceptions, and describing behavior. "I statements" can be used to request changes in behavior in a nonthreatening way. Tips for improving nonverbal communication and for enhancing interpersonal relationships with colleagues and constituents are also offered. (Contains nine references.) (LMI)

ED 390 117 EA 027 214

McChesney, Jim

Full-Service Schools.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.; National Association of Elementary School Principals, Alexandria, VA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—96

Note—5p.

Available from—Educational Products, NAESP, 1615 Duke Street, Alexandria, VA 22314-3483 ($2.50; $2 on orders of 10 or more; Virginia residents add 4.5 percent sales tax; checks payable to NAESP must accompany order).

Journal Cit—Research Roundup; v12 n2 Win 95/96

Pub Type— Collected Works - Serials (022) — Information Analyses - ERIC IAP's (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Agency Cooperation, Community Coordination, Community Services, Elementary Secondary Education, Family School Relationship, *Integrated Services, Partnerships in Education, Rural Areas, *School Community Programs, School Community Relationship, *Shared Resources and Services, *Social Services

This research summary reviews six publications that explore the need for integrated school-based community services and describe ways in which challenges can be overcome to create effective full-time schools. The publications include the following: (1) "Full-Service Schools: A Revolution in Health and Social Services for Children, Youth, and Families" (Joy G. Dryfoos); (2) "School-Linked Services" (Center for the Future of Children, The David and Lucille Packard Foundations); (3) "School-Agency-Community Partnerships: What Is the Early Impact on Student School Performance?" (Lynn Newman); (4) "School Community Connections: Exploring Issues for Research and Practice" (Leo C. Rigsby); (5) "Schools as Community Social-Service Centers: West Virginia Programs and Possibilities" (West Virginia Education Association and Appalachia Educational Laboratory); and (6) "Toward Integrated Family Services in Rural Settings: A Summary of Research and Practice" (Jack W. Stoops). (LMI)

ED 390 141 EA 027 248

Walker, Dean

Integrative Education.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.; National Association of Elementary School Principals, Alexandria, VA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—95

Note—5p.

Available from—Educational Products, NAESP, 1615 Duke Street, Alexandria, VA 22314-3483 ($2.50; 10 or more, $2 each; Virginia residents add 4.5 percent sales tax).

Journal Cit—Research Roundup; v12 n1 Fall 1995

Pub Type— Collected Works - Serials (022) — Information Analyses - ERIC IAP's (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Curriculum Development, Educational Environment, Elementary Education, Integrated Activities, *Integrated Curriculum, Student Evaluation

In contrast with subject-bound education, integrative education promotes the construction of broad "mental programs" that require students to use skills and information in new, realistic contexts. Early childhood education has long been a model of integrative education, emphasizing the whole child and offering a wide range of experiences that enable a child to develop the skills necessary for discovery and learning. This brief reviews five publications that provide suggestions for helping educators construct and implement an effective curriculum. They are as follows: (1) "Planning Integrated Curriculum: The Call to Adventure" (Susan M. Drake); (2) "ITI: The Model. Integrated Thematic Instruction" (Susan Kovalik and Karen Olsen); (3) "Performance Assessments in Reading and Language Arts" (John T. Guthrie, Peggy Van Meter, and Ann Mitchell); (4) "Crossing Boundaries: Explorations in Integrative Curriculum" (Jane Braunger and Sylvia Hart-Landsberg); and (5) "Education 2000 Integrated Curriculum" (Betty Jean Eklund Shoemaker). (LMI)

ED 391 226 EA 027 247

Oswald, Lori Jo

Work Teams in Schools. ERIC Digest, Number 103.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EA-96-3

Pub Date—Feb 96

Note—3p.

Available from—Editor, ERIC Clearinghouse on Educational Management, 5207 University of Oregon, Eugene, OR 97403-5207 (free; $2.50 postage and handling).

Pub Type— Information Analyses - ERIC IAP's (071) — Information Analyses (070) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Collegiality, *Cooperative Planning, Elementary Secondary Education, Interprofessional Relationship, Management Teams, *Organizational Development, *Participative Decision Making, Quality Circles, School Based Management, Team Training, *Teamwork, *Total Quality Management

Identifiers—ERIC Digests

Quality work teams that are based on W. Edwards Deming's business-management theories have proliferated at the school and district levels to handle problem solving and decision making. Teams are said to build stronger relationships among those involved in education and, ultimately, to benefit students because more people with broader perspectives help to shape a stronger educational program. This digest explains why schools are using quality teams. It also identifies the most common types of teams, the factors necessary for success, the best strategies for forming a team, and common reasons for their failure. Teams are most likely to be successful when members understand the team's mission, their roles, and the group process, and practice good communication skills. (Contains seven references.) (LMI)

ED 393 156 EA 027 397

Irmsher, Karen

Block Scheduling. ERIC Digest, Number 104.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EA-96-4

Pub Date—Mar 96

Note—3p.

Available from—ERIC Clearinghouse on Educational Management, 5207 University of Oregon, 1787 Agate Street, Eugene, OR 97403-5207 (free; $2.50 postage and handling).

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Alternate Day Schedules, Educational Change, Elementary Secondary Education, *Flexible Scheduling, *School Schedules, Semester System, *Time Blocks, *Time Management, Trimester System

This digest examines problems inherent in the traditional school scheduling pattern. It offers block scheduling as an option and describes variations in block schedules. It then looks at the benefits and challenges of block scheduling and concludes with a few suggestions for making the transition. Proponents argue that block scheduling allows for a more flexible and productive classroom environment, creates opportunities for instructional innovation, reduces suspension and dropout rates, and improves student-teacher relationships. The biggest challenges are building support for the change and finding planning time. To be successful, the change must address a need, fit the teachers' situation, be focused, and include concrete strategies. (LMI)

ED 397 463 EA 027 572

Lashway, Larry

Ethical Leadership. ERIC Digest, Number 107.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EA-96-7

Pub Date—Jun 96

Note—3p.

Available from—ERIC Clearinghouse on Educational Management, Department 5207 University of Oregon, 1787 Agate Street, Eugene, OR 97403-5207 (free; $2.50 postage and handling).

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Characteristics, Administrator Responsibility, *Administrator Role, Elementary Secondary Education, *Ethics, Integrity, *Leadership, *Leadership Qualities, Leadership Styles, Moral Values

Identifiers—ERIC Digests

Until very recently, ethical issues were given little attention in administrator-preparation programs. This digest outlines the ethical responsibilities of school leaders and the dilemmas that they face. It offers the following suggestions for resolving ethical dilemmas: (1) Leaders should have and be willing to act on a definite sense of ethical standards; (2) leaders should examine dilemmas from different perspectives; (3) leaders can reframe ethical issues; and (4) leaders should have the habit of conscious reflection. Educators can create ethical institutions by developing an ethics committee or a shared school covenant. The virtues that leaders must practice include honesty, courage, and stewardship. The leader's responsibility is complex and multi-dimensional, rooted less in technical expertise than in simple human integrity. (Contains 10 references.) (LMI)

BEST COPY AVAILABLE

ED 397 467 EA 027 649

Lashway, Larry

The Limits of Shared Decision-Making. ERIC Digest, Number 108.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EA-96-8

Pub Date—Jul 96

Note—3p.

Available from—ERIC Clearinghouse on Educational Management, Department 5207 University of Oregon, 1787 Agate Street, Eugene, OR 97403-5207 (free; $2.50 postage and handling).

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Leadership Styles, *Organizational Climate, *Organizational Communication, *Participative Decision Making, Teacher Administrator Relationship, Teacher Attitudes, *Teacher Influence, Teacher Role

Identifiers—ERIC Digests

Since the 1980s, shared decision making (SDM) has become a significant part of school-reform efforts. Advocates say that SDM will improve student learning, create teacher satisfaction, and develop new forms of leadership. This digest presents an overview of research that investigated whether SDM delivers on these promises. Studies indicate that so far there is little consistent evidence that SDM increases student achievement. Teachers generally report feelings of empowerment and are more likely to support collaborative decisions; however, SDM often creates conflict and difficult negotiations among participants. Principals often experience difficulties in changing their leadership roles and finding a balance between showing support and letting go. These early studies suggest that enthusiasm about SDM should be tempered with realism. (Contains 10 references.) (LMI)

ED 397 513 EA 027 760

McChesney, Jim

What Works in Schools: Form and Reform for the 21st Century.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Jun 96

Note—9p.; Resource material for educators participating in the Dan O'Brien Education Program.

Available from—ERIC Clearinghouse on Educational Management, 5207 University of Oregon, Eugene, OR 97403-5207 (free; $4 postage and handling).

Journal Cit—Portraits of Success; v1 n1 Jun 1996

Pub Type— Guides - Non-Classroom Use (055) — Information Analyses - ERIC IAP's (071) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Acceleration (Education), Action Research, Cooperative Learning, Economically Disadvantaged, *Educational Strategies, Elementary Secondary Education, *Excellence in Education, *Experiential Learning, Instructional Effectiveness, *Instructional Innovation, Teacher Effectiveness

Despite the commissions and politicians that decry the failures of public education, thousands of teachers, principals, and administrators struggle daily to provide children with an education that will open doors. This article examines some of these educators' efforts, which demonstrate that change and success are possible. Interviews were conducted with Siegfried Engelmann, professor of instructional research at the University of Oregon College of Education; Joanne Johnson, a 4th/5th-grade teacher at Goshen Elementary School in Springfield, Oregon; Bruce Joyce, director of Booksend Laboratories in Pauma Valley, California; Robert Slavin, codirector of the Center for Research on the Education of Students Placed at Risk at Johns Hopkins University; and Barbara Sizemore, dean of DePaul University School of Education. Some key strategies used by the five educators included: (1) direct instruction—a structured instructional program that works on the assumption that all children can learn and that basic skills should be the main focus of a compensatory-education program; (2) inquiry-based curriculum—an experience-based instructional philosophy in which curriculum is keyed to current events and issues of local or personal interest; (3) action research—a combination of approaches to improving classroom teaching and outcomes that combines specific steps designed to bring about improvement with testing to ensure the improvements occur; (4) Success for All—research-based programs in reading, writing, and language arts that emphasize cooperative learning, the identification of children in need, one-on-one tutoring where needed, assessment, and strong parent involvement; and (5) School Achievement Structure (SAS)—a highly structured set of routines designed to enable students, especially those living in poverty, to pass standardized tests. While there is no single, perfect way to create successful change, there are programs that work and people who are dedicated to improving educational opportunities. (LMI)

EC

ED 386 832 EC 304 154

Tomlinson, Carol Ann

Gifted Learners and the Middle School: Problem or Promise? ERIC Digest E535.

ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EC-94-6

Pub Date—Aug 95

Note—4p.

Available from—ERIC Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1 each; minimum order $5 prepaid).

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academically Gifted, Cooperative Learning, Curriculum Development, *Educational Philosophy, *Educational Practices, Equal Education, Excellence in Education, Grouping (Instructional Purposes), Heterogeneous Grouping, Inclusive Schools, Interdisciplinary Approach, Intermediate Grades, *Interprofessional Relationship, Junior High Schools, *Middle Schools, Student Centered Curriculum, Student Needs

Identifiers—ERIC Digests

This information digest provides an overview of some areas of agreement between the fields of gifted education and middle school education, some areas of tension, and some promising directions that could engage educators in mutual planning of appropriate services for all middle school students, including the gifted. Shared beliefs include the value of instruction that is theme based, is interdisciplinary, and fosters student self-direction and independence. Problems between gifted and middle-level education exist in the areas of excellence versus equity, emphasis on heterogeneity, use of labels, ambiguity about appropriate middle school curricula, use of cooperative learning as an instructional strategy, attention to affective needs of early adolescents, and general tension. For each problem area, promising directions are listed, such as emphasizing appropriately differentiated instruction in heterogeneous classrooms, emphasizing problem-based strategies rather than skill-focused strategies in cooperative learning activities, planning for both achievement and belonging for advanced learners, and acknowledging strengths and contributions of both practices. (Contains 18 references.) (DB)

ED 386 879 EC 304 269

Drill, Janet, Ed. Sorenson, Barbara, Ed.

VISAGE: Videos in Special and Gifted Education [Machine-Readable Data File.].

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—95

Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 (Diskette (3.5 inch) Product Code: R-5090D-DOS, R-5090M—Macintosh; $100 nonmembers; $70 members).

Pub Type— Reference Materials - Bibliographies (131) — AV/Non-Print Materials - Machine-Readable Data Files (102) — Information Analyses - ERIC IAP's (071)

Descriptors—Databases, *Disabilities, Educational Methods, Elementary Secondary Education, *Gifted, *Videotape Recordings

This computer-searchable database, available on diskette in DOS and Macintosh versions, contains descriptions of approximately 475 video and other media products related to special education of students with disabilities and/or giftedness. Most of the products listed are videotape recordings; other formats include audiocassettes, films, filmstrips, and slides. Information provided for each database listing includes: title; subject; area of exceptionality; format; length; special features (such as discussion guides, teachers' guides, worksheets, and captioning for individuals with hearing impairments); description; intended audience; awards; producer; availability; and purchase and rental price. (JDD)

ED 389 141 EC 304 428

Tomlinson, Carol Ann

Differentiating Instruction for Advanced Learners in the Mixed-Ability Middle School Classroom. ERIC Digest E536.

ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EC-94-7

Pub Date—Oct 95

Note—4p.

Available from—ERIC Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1 each, minimum order $5 prepaid).

Pub Type— Information Analyses - ERIC IAP's (071) — Guides - Non-Classroom Use (055) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academically Gifted, *Classroom Techniques, Curriculum, Educational Strategies, *Enrichment Activities, *Heterogeneous Grouping, Individual Differences, *Individualized Instruction, Intermediate Grades, Junior High Schools, Mainstreaming, Middle Schools, Student Needs, Teaching Methods

Identifiers—*Differentiated Curriculum (Gifted), ERIC Digests

This brief paper summarizes guidelines for adapting instruction for advanced learners in inclusive, mixed-ability middle school classrooms. A rationale for differentiating instruction is followed by consideration of what differentiation is and is not. Characteristics of a differentiated class are enumerated, including: instruction is concept focused and principle driven, on-going assessment of student readiness and growth are built into the curriculum, and flexible grouping is consistently used. Suggested ways to differentiate instruction are grouped into interest-based adjustments, adjustments based on learning profile, and readiness-based adjustments. These last adjustments involve offering students a range of learning tasks developed along eight continua as follows: (1) concrete to abstract, (2) simple to complex, (3) basic to transformational, (4) fewer facets to multi-facets, (5) smaller leaps to greater leaps, (6) more structured to more open, (7) less independence to greater independence, and (8) slower to quicker. Suggested

strategies for managing a differentiated classroom include: use of multiple texts and supplementary materials, interest centers, learning contracts, compacting, and group investigation. Teachers are urged to prepare students and parents for a differentiated classroom, attend to issues of classroom structure and management, and plan with team members and other colleagues interested in differentiation. (DB)

ED 389 142 EC 304 429

Henderson, Kelly

Overview of ADA, IDEA, and Section 504. ERIC Digest E537.

ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EC-94-8

Pub Date—Jun 95

Note—4p.

Available from—ERIC Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1 each, minimum order $5 prepaid).

Pub Type— Information Analyses - ERIC IAP's (071) — Guides - Non-Classroom Use (055) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Civil Rights Legislation, Compliance (Legal), *Disabilities, Due Process, *Educational Legislation, Elementary Secondary Education, Federal Aid, *Federal Legislation, Financial Support, Legal Responsibility, Rehabilitation, *Special Education, Student Evaluation, Student Placement

Identifiers—*Americans with Disabilities Act 1990, ERIC Digests, *Individuals with Disabilities Education Act, Rehabilitation Act 1973 (Section 504)

This brief paper presents a comparative overview of three major federal laws affecting people with disabilities: the Americans with Disabilities Act of 1990 (ADA), the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1973. Presented in chart form, the three pieces of legislation are compared for the following aspects: (1) type/purpose; (2) who is protected; (3) responsibility to provide a free, appropriate public education; (4) funding to implement requirements; (5) procedural safeguards; (6) evaluation/placement procedures; and (7) due process. Also included are the telephone numbers of two information lines and a list of seven suggested resources. (DB)

ED 392 197 EC 304 628

Beginning Reading and Phonological Awareness for Students with Learning Disabilities. ERIC Digest #E540.

ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EC-95-3

Pub Date—Dec 95

Note—4p.; For companion mini-bibliography, see EC 304 629.

Available from—ERIC Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1 each, minimum order $5 prepaid).

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Beginning Reading, Cultural Differences, Decoding (Reading), Difficulty Level, *Learning Disabilities, *Phonology, Primary Education, *Reading Instruction, Teaching Methods, Word Recognition

Identifiers—ERIC Digests

This digest provides basic information on phonological awareness in the process of learning to read for students with learning disabilities. It considers how phonological awareness fits into this process and the special problems experienced by children with learning disabilities or from culturally diverse backgrounds. Suggestions for teaching phonological awareness focus on characteristics of a word which make it easier or more difficult to read. The importance of direct instructional support and modeling the correct sounds is also stressed. (DB)

ED 392 198 EC 304 629

Readings and Resources about Reading Instruction for Young Children with Learning Disabilities. Companion Mini-Bibliography to ERIC Digest #E540. ERIC Minibib.

ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Dec 95

Note—6p.; For the companion digest, see EC 304 628.

Available from—ERIC Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1 each, minimum order $5 prepaid).

Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC IAP's (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Beginning Reading, Internet, *Learning Disabilities, Organizations (Groups), Primary Education, *Reading Instruction, Scholarly Journals, Teaching Methods

This annotated bibliography and resource guide lists 29 references concerning reading instruction of young children with learning disabilities. Items include articles, books, and research reports, dating from 1988 through 1994. Items are listed alphabetically by author. Each listing includes bibliographic information and a brief abstract describing the item's contents or reporting major findings. Also included are a list of four relevant journals; five organizational resources; and several Internet resources including listservs, an electronic newsletter, newsgroups, and sites on the World Wide Web. (DB)

ED 392 199 EC 304 630

Drill, Janet, Comp. Sorenson, Barbara, Comp.

Readings and Resources on Autism. ERIC Mini-Bib.

ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Jul 95

Note—6p.

Available from—ERIC Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1 each, minimum order $5 prepaid).

Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC IAP's (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Autism, Books, *Educational Methods, Elementary Secondary Education, Information Sources, Internet, Organizations (Groups), Preschool Education, Scholarly Journals, Videotape Recordings

This annotated bibliography and resource guide lists 21 books on autism, published from 1987 through 1995. Books are listed alphabetically by author and include bibliographic information and brief descriptive abstracts. Also included are lists of 23 videos (with sources), four periodicals, four organizational resources, and electronic resources including gopher sites and listservs available through the Internet. (DB)

ED 397 618 EC 304 950

Winebrenner, Susan. Devlin, Barbara

Cluster Grouping of Gifted Students: How To Provide Full-Time Services on a Part-Time Budget. ERIC Digest E538.

ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EC-95-1

Pub Date—Aug 96

Note—4p.

Available from—ERIC Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191-1589 ($1 each, minimum order $5 prepaid).

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cluster Grouping, *Educational Methods, Elementary Secondary Education, *Gifted, *Grouping (Instructional Purposes), Homogeneous Grouping, *Inclusive Schools, Mainstreaming

Identifiers—Differentiated Educational Plans, ERIC Digests

This digest in a question and answer format, provides basic information on cluster grouping of gifted students. Questions address such concerns as: the meaning of cluster grouping, differences between cluster grouping and tracking, advantages of cluster grouping, learning needs of gifted students, the argument that gifted education is elitist, the argument that gifted students should be spread out in all classes to serve as tutors and role models, cluster grouping and the inclusion model, effects of clustering gifted students on non-gifted classmates, identification of gifted students, skills needed by cluster teachers, cluster grouping and enrichment programs, cluster grouping at middle and secondary levels, the role of Differentiated Educational Plans, and disadvantages of cluster grouping. The information brief concludes that cluster grouping is a way to ensure that gifted students receive a quality education at the same time as schools work to improve learning for all students. (DB)

FL

ED 386 949 FL 023 266

Urzua, Carole

Cross-Age Tutoring in the Literacy Club. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-FL-96-01

Pub Date—Sep 95

Note—4p.

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, *Cross Age Teaching, Educational Strategies, Elementary Secondary Education, *English (Second Language), *Language Role, *Literacy Education, *Peer Teaching, Second Language Instruction, *Tutorial Programs

Identifiers—ERIC Digests

An elementary school program in which older children teach English literacy skills to younger children is described. The Literacy Club program, a regular class activity, matches older students whose native language is other than English (Rapid Readers) with younger students with the same native language (Little Readers) and involves the Rapid Readers in a variety of English literacy activities, including reading to the Little Readers, discussing readings with Little Readers in their native language, writing evaluative letters to their Little Readers, translating books into their native language, creating lesson plans, and discussing instructional problems with their Rapid Reader peers. The program is designed to provide instruction and encouragement to the younger children and to help the older children gain confidence, self-awareness, awareness of others, and organizational skills. The approach has been found to empower the older children in both personal and instructional areas. Even older students with limited English skills gained considerably in self-esteem, profi-

BEST COPY AVAILABLE

ciency, and awareness of the literacy development process through the program. (MSE)

ED 386 950 FL 023 267

Fostering Second Language Development in Young Children. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-FL-96-02

Pub Date—Oct 95

Note—4p.

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Bilingualism, Classroom Techniques, *Code Switching (Language), Cultural Awareness, Cultural Differences, *Cultural Traits, Educational Environment, Language Dominance, Language Processing, Language Research, *Language Role, Learning Processes, Linguistic Theory, Second Language Instruction, Second Language Learning, *Second Languages, *Young Children

Identifiers—ERIC Digests

This digest presents eight principles drawn from theory and research on second language acquisition and culturally sensitive instruction to guide teachers who work with linguistically and culturally diverse students. Each principle is accompanied by a brief explanation and suggestions for classroom techniques and activities. They are: (1) bilingualism is an asset and should be fostered; (2) there is an ebb and flow to children's bilingualism, and it is rare for both languages to be perfectly balanced; (3) there are culturally different patterns in language use; (4) for some bilingual children, code-switching is a normal language phenomenon; (5) children come to learn languages in many different ways; (6) language is used to communicate meaning; (7) language flourishes best in a language-rich environment; and (8) children should be encouraged to experiment with language. A brief bibliography is provided. (MSE)

ED 386 960 FL 801 076

Peyton, Joy Crandall, JoAnn

Philosophies and Approaches in Adult ESL Literacy Instruction. ERIC Digest.

Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-LE-95-06

Pub Date—Aug 95

Note—4p.

Available from—ERIC/NCLE, 1118 22nd Street N.W., Washington, DC 20037.

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, Competency Based Education, *Educational Philosophy, Educational Trends, *English (Second Language), *Language Experience Approach, *Literacy Education, Second Language Instruction, Student Developed Materials, Student Participation, Teaching Methods, Trend Analysis, *Whole Language Approach, Writing Instruction

Identifiers—ERIC Digests, Freire (Paulo)

Five approaches currently used in adult English-as-a-Second-Language (ESL) literacy instruction are described. A group of strategies developed by Paulo Freire are participatory or learner-centered, and revolve around the discussion of issues drawn from learners' real-life experiences. The Whole Language Approach, more than a specific method or collection of strategies, techniques, or materials is a perspective emphasizing the use of language as a whole, not as discrete parts. Whole language classes work together to develop the curriculum, read and write for and with each other, and evaluate products together. Classroom activities might include extended reading and writing. The Language Experience Approach is a teaching strategy or technique consistent with the whole language perspective. In it, learner experiences are dictated, then transcribed and used as reading material. Lack of authentic reading materials for adult ESL literacy programs has inspired a related approach, one focusing on learner writing and publishing. Most writing-based classrooms follow a writing-process approach in which learners and the teacher brainstorm writing topics, draft pieces, share and confer about writing, revise, edit, and publish in a workshop atmosphere in which reading, writing, and talk are integrated and support each other. Finally, competency-based education, used in adult ESL literacy since the mid-1970s, is based on the learning of competencies expressed in terms of tasks. Four components include assessment of learner needs, selection of relevant competencies, and instruction and evaluation based on those competencies. Contains eight references and four published learner writing references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 386 961 FL 801 077

Burt, Miriam Saccomano, Mark

Evaluating Workplace ESL Instructional Programs. ERIC Digest.

Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-LE-95-07

Pub Date—Sep 95

Note—4p.

Available from—ERIC/NCLE, 1118 22nd Street N.W., Washington, DC 20037.

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, *English (Second Language), Evaluation Methods, Expectation, *In Plant Programs, Interviews, *Literacy Education, *Personnel Evaluation, Portfolios (Background Materials), Productivity, *Program Evaluation, Second Language Instruction

Identifiers—ERIC Digests, *Focus Groups Approach

With the increase in workplace English-as-a-Second-Language (ESL) literacy education programs, there is a need to assess whether the attention given to improving basic skills and English language proficiency has made a change in the participant and in the workplace. Such evaluations often use both qualitative and quantitative measures of program outcomes. Qualitative measures include focus groups and individual (stakeholder) interviews, workplace observations, and portfolios of learner classwork. Quantitative measures include commercially available tests, scaled performance ratings, and some program-developed assessment tools, such as portfolios. To increase credibility and help ensure reliability of qualitative measures, evaluators collect multiple types of evidence (such as interviews and observations) from various stakeholders (employers, labor unions, participants, teachers, funders) related to a single outcome and arrange them into matrices, organizing them thematically and enabling analysis of data across respondents. Two commercially available tests that are commonly used sources of quantitative data are the Basic English Skills Test (BEST) and the Comprehensive Adult Student Assessment System (CASAS) ESL Appraisal. These instruments are easy to use, and their reliability has been tested but they may not measure what has been taught in the classroom, and they may have little applicability to specific workplace tasks. Other issues surrounding evaluation of workplace ESL instruction are these: unrealistic stakeholder expectations; the need for additional, cross-cultural training in techniques for success in the American workplace; and inadequate funding. Contains 12 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 386 962 FL 801 078

Burt, Miriam Keenan, Fran

Adult ESL Learner Assessment: Purposes and Tools. ERIC Digest.

Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-LE-95-08

Pub Date—Sep 95

Note—4p.

Available from—ERIC/NCLE, 1118 22nd Street, N.W., Washington, DC 20037.

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, *English (Second Language), Evaluation Criteria, Evaluation Methods, Language Skills, *Language Tests, *Literacy Education, Portfolios (Background Materials), Program Evaluation, Second Language Instruction, *Student Evaluation, *Testing

Identifiers—ERIC Digests

Learner assessment is conducted in adult basic education and adult English-as-a-Second-Language (ESL) educational programs for many reasons: to place learners at appropriate instructional levels; to measure ongoing progress; to qualify students for enrollment in academic or job training programs; to verify program effectiveness; and to demonstrate learner gains for continued program funding. Because of these multiple objectives, learner assessment involves a variety of instruments and procedures. In adult basic education, commercially available instruments predominate as assessment tools because they have construct validity and scoring reliability, are easy to administer to groups, require minimal teacher training, and are often stipulated by funding sources. Their use is problematic because they may not adequately assess individual learner strengths and weaknesses, especially at the lowest literacy skill levels. They also do not necessarily measure what has been learned in class or address learner goals. Alternative assessments (also known as classroom-based, authentic, or congruent assessment) such as surveys, interviews, checklists, observation measures, teacher-developed tests, learner self-assessment, portfolios and other performance samples, and performance-based tests, provide additional assessment flexibility. Other quantifiable indicators of learner progress include learner retention, learner promotion to more advanced instructional levels or jobs, and attainment of specific program goals. Less quantifiable learner outcomes include heightened self-esteem and increased participation in community, school, and church events. Contains 14 references and 4 resources. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 390 283 FL 023 484

Dame, Melvina Azar

Serving Linguistically and Culturally Diverse Students: Strategies for the School Librarian. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-FL-96-03

Pub Date—Nov 95

Note—4p.

Available from—ERIC/CLL, 1118 22nd Street N.W., Washington, DC 20037.

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Cooperation, Elementary Secondary Education, *English (Second Language), *Librarians, Library Collections, *Library Role, Literacy, Multicultural Education, School Community Relationship, Second Lan-

guage Instruction, Second Language Learning, Spanish Speaking
Identifiers—ERIC Digests
This digest discusses ways that the school librarian in one high school fostered a positive environment in the school library for English-as-a-Second-Language students and broadened the role of the school library in effecting literacy experiences for these students. The digest addresses how one school librarian made the library a welcoming place for ESL students, the establishment of a collection materials for these students, library resources available for both ESL and content teachers, library collaboration with agencies outside of the school, multicultural activities, and a literacy activity for native Spanish speaking students learning English and native-English speaking students learning Spanish. (Contains five references.) (JL)

ED 390 284 FL 023 485
Integrating Language and Content: Lessons from Immersion. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-96-04
Pub Date—Dec 95
Note—4p.; This digest is based on a National Center for Research on Cultural Diversity and Second Language Learning report, "Integrating Language and Content: Lessons from Immersion" (Fred Genesee).
Available from—ERIC/CLL, 1118 22nd Street N.W., Washington, DC 20037.
Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Curriculum Design, Foreign Countries, *Immersion Programs, Instructional Effectiveness, *Integrated Curriculum, *Second Language Instruction, *Second Language Learning, Teaching Methods
Identifiers—Canada, *Content Area Teaching, ERIC Digests, United States
With the purpose of highlighting the lessons to be learned from immersion programs, this digest presents selected findings from research carried out to evaluate the effectiveness of immersion programs in Canada and the United States. These lessons are related to the importance of: (1) integrating language with content instruction (when second language instruction is integrated with instruction in academic content, it is more effective than teaching the language in isolation); (2) creating classroom environments that are discourse-rich (providing opportunities for extended student discourse, especially discourse associated with activities selected by individual students, can be particularly beneficial for second language learning); and (3) systematically planning language instruction along with content instruction. (Contains seven references.) (JL)

ED 392 246 FL 023 575
Met, Myriam
Middle Schools and Foreign Languages: A View for the Future. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-96-05
Pub Date—Feb 96
Note—4p.
Available from—ERIC/CLL, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Curriculum Design, *Instructional Materials, Interdisciplinary Approach, Intermediate Grades, Junior High Schools, *Middle Schools, Program Design, *Second Language Instruction, Teaching Methods
Identifiers—ERIC Digests
This digest focuses on foreign language instruction at the middle school level. In general, middle school foreign language programs have received relatively little attention. However, the increased emphasis within the field on longer sequences of instruction, combined with the conversion of junior high schools to middle schools has necessitated a renewed vision of how foreign languages are taught at the middle school level. This digest focuses on this view to the future by considering the following: (1) middle school philosophy and organization and the foreign language program; (2) interdisciplinary units and the foreign language curriculum (thematic units, curricular connections, thinking skills development); (3) middle school foreign language learners; (4) middle school strategies; and (5) curriculum and materials for the middle school. (VWL)

ED 392 315 FL 801 109
Burt, Miriam
Selling Workplace ESL Instructional Programs. ERIC Digest.
Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-96-01
Pub Date—Dec 95
Note—4p.; A product of the Project in Adult Immigration Education (PAIE).
Available from—NCLE, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— Information Analyses - ERIC IAP's (071) — Reports - Descriptive (141) — ERIC Digests (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, *Curriculum Development, *English (Second Language), *Industrial Training, *Inplant Programs, Instructional Development, *Literacy Education, Marketing, Organizational Climate, Program Design, Second Language Programs, *Vocational English (Second Language)
Identifiers—ERIC Digests
Although basic skills and English language instruction are often viewed as real needs at the workplace, few companies provide this for their workers. Those that do are motivated by one or more of these factors: product quality improvement, commitment of top management to training and education, or the sales effort of an educational provider. Those that do not provide such instruction give these reasons: cost of instruction; reluctance of upper management to initiate training; and finding alternative ways of dealing with workers' educational deficiencies. Developers of instructional programs in English as a second language (ESL) have found that preparation in a number of areas and product characteristics can enhance the success of their marketing efforts. These include: beginning with companies with a history of offering employee training at all levels; offering realistic assessments of time and resources needed to accomplish training; offering short courses with specific, attainable goals; offering cross-cultural courses to both native and non-native English-speakers at the workplace; developing realistic ways of documenting how instruction has improved workplace performance; engaging managers' active support; and providing skills that transfer to areas of life outside the workplace. Contains 10 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 392 316 FL 801 110
Ciancone, Tom
Numeracy in the Adult ESL Classroom. ERIC Digest.
National Clearinghouse for ESL Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-96-02
Pub Date—Feb 96
Note—4p.; A product of the Project in Adult Immigration Education (PAIE).
Available from—NCLE, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— Information Analyses - ERIC IAP's (071) — Reports - Evaluative/Feasibility (142) — Guides - Classroom Use - Teaching Guides (052) — ERIC Digests (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, Class Activities, Classroom Techniques, Course Content, Educational Needs, *English (Second Language), Instructional Materials, Language Teachers, *Literacy Education, *Mathematics Instruction, *Numeracy, Second Language Instruction, Second Language Programs, Student Needs, *Teacher Attitudes, Teacher Education
Identifiers—ERIC Digests
A discussion of numeracy (the ability to cope confidently with the mathematical demands of everyday life), focuses on provision of numeracy instruction alongside English-as-a-Second-Language (ESL) instruction for learners with low literacy skills. It looks first at considerations and methods for assessing student numeracy needs, including the nature of adult learning, student preferences and abilities, and differences in the uses of mathematical symbols and forms of computation in the learners' native language and culture. The discussion then turns to the attitudes and approaches to numeracy of ESL and literacy instructors, who may not be familiar with or comfortable with mathematics or mathematics teaching and may see mathematics skills as discrete and separate from literacy rather than as integral to it. Recommendations for training to teach adult mathematical literacy, based on recent initiatives, are offered. Specific classroom techniques for effective lesson planning and presentation are also outlined. Two numeracy activities, one introducing a place-value chart and one on metric measurement, are offered as illustrations of effective techniques. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 392 317 FL 801 111
Rosenblum, Susan
Union-Sponsored Workplace ESL Instruction. ERIC Digest.
National Clearinghouse for ESL Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-96-03
Pub Date—Feb 96
Note—4p.; A product of the Project in Adult Immigration Education (PAIE).
Available from—NCLE, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— Information Analyses - ERIC IAP's (071) — Reports - Descriptive (141) — ERIC Digests (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Access to Education, *Agency Cooperation, Course Content, Curriculum Design, Educational History, Educational Objectives, *English (Second Language), *Industrial Training, *Inplant Programs, *Literacy Education, Program Design, Second Language Programs, *Unions
Identifiers—ERIC Digests
Labor unions have provided English-as-a-Second-Language (ESL) instruction in the workplace since the early 1900s, to serve a growing immigrant workforce. In the late 1970s and early 1980s, an increase in immigrant population, decline in manufacturing jobs, new technology, and work restructuring brought a new urgency to union-sponsored worker education, primarily to provide workers with access to training. The need for communication skills, problem-solving skills, and knowledge of workplace organization for the high-performance workplace has recently emerged as a new need. Programs usually involve a partnership of unions, businesses, and educational entities. These may include union consortia, joint union-company partnership funds, or individual unions forming partnerships with employers and educators. Workplace ESL instruction and curricula for union programs incorporate the range of approaches and techniques found in many adult ESL programs. While the major focus is on job-related language skills, the programs may also teach general life skills, worker rights and responsibilities, problem-solving and critical thinking, and health safety.

BEST COPY AVAILABLE

Contains 11 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 395 500 FL 023 833

Tannenbaum, Jo-Ellen

Practical Ideas on Alternative Assessment for ESL Students. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-FL-96-07

Pub Date—May 96

Note—4p.

Available from—ERIC/CLL, 1118 22nd Street, N.W., Washington, DC 20037.

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Charts, Creative Writing, Dialog Journals, *English (Second Language), *Evaluation Methods, Interviews, Journal Writing, Nonverbal Communication, Oral Language, Portfolios (Background Materials), Role Playing, Science Instruction, Social Studies, *Student Evaluation, Writing Exercises

Identifiers—*Alternative Assessment, ERIC Digests

This digest provides examples of measures well suited for assessing English-as-a-Second-Language (ESL) students. Alternative assessment is particularly useful with ESL students because it asks students to show what they can integrate and produce, not simply recall and reproduce. Alternative assessment includes varied measures adaptable for different situations. Nonverbal assessment strategies include physical demonstrations and pictorial products expressing academic concepts or content knowledge without speech or writing. K-W-L (what I know/what I want to know/what I've learned) charts are used, both individually or as a class exercise, to begin and end a unit of study, particularly in social studies and science. Before the unit, the strategy helps teachers understand students' background knowledge and interests; afterward, it helps assess content material learned. Oral performance-based assessments include such activities as interviews, oral reports, role-plays, describing, explaining, summarizing, retelling, and paraphrasing stories or text material. Other oral and written products useful for assessing ESL students' progress are content area thinking and learning logs, reading response logs, structured and creative writing assignments, dialogue journals, and student-produced audio or video cassettes. Portfolios are used to collect samples of student work over time to track student development. (MSE)

ED 395 501 FL 023 834

Stansfield, Charles W. Kenyon, Dorry

Simulated Oral Proficiency Interviews: An Update. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-FL-96-06

Pub Date—May 96

Note—4p.; For an earlier digest, see ED 317 036.

Available from—ERIC/CLL, 1118 22nd Street, N.W., Washington, DC 20037.

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiotape Recordings, Educational Trends, *Interviews, *Language Proficiency, *Language Tests, *Oral Language, *Simulation, Test Format, *Test Use, Trend Analysis

Identifiers—ERIC Digests, Oral Proficiency Testing, *Simulated Oral Proficiency Interview

The Simulated Oral Proficiency Interview (SOPI) is a semi-direct performance-based speaking test that emulates the face-to-face Oral Proficiency Interview (OPI) as closely as practical, using a tape recording and printed test booklet. The prototypical SOPI contains simple personal background questions typical of an initial encounter (warm-up) and topic- and situation-based performance tasks to assess the examinee's ability to handle the functions and content characterizing higher levels of proficiency. The test package consists of a master tape that contains all test instructions and items, an examinee response tape used to record responses, and a test booklet with test instructions and directions for all tasks. In five studies involving different test development teams and different languages, the SOPI has proved a valid and reliable surrogate for the OPI. SOPIs have been developed for Chinese, Portuguese, Hebrew, Indonesian, Hausa, Arabic, Japanese, French, German, and Spanish, and rater training has been developed. The test format's flexibility allows its tailoring for proficiency level, age group, background, and profession and administered by any teacher, aide, or language lab technician. The SOPI may offer practical and psychometric advantages over a face-to-face interview. (MSE)

HE

ED 392 368 HE 028 968

Wolverton, Mimi

A New Alliance: Continuous Quality and Classroom Effectiveness. ERIC Digest.

ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-HE-94-6

Pub Date—94

Note—4p.; For the full report, see HE 028 969.

Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, N.W., Suite 630, Washington, DC 20036-1183 ($1).

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Standards, Classroom Techniques, *College Instruction, Comparative Analysis, Educational Assessment, Educational Quality, Higher Education, *Instructional Effectiveness, Program Descriptions, Student Centered Curriculum, Teamwork

Identifiers—Benchmarking, *Continuous Quality Improvement, ERIC Digests

This digest discusses the role of continuous quality improvement (CQI) in college classroom effectiveness efforts, particularly specific institutions where sustained CQI programs have affected college classroom practice, these projects' common features, and lingering doubts about CQI. It discusses the general principles and philosophy of CQI and its particular promise in education to make students the focus, classroom effectiveness the concern, and assessment a means to gain feedback for future improvement. It looks in detail at CQI efforts at seven organizations, two within the same institution and analyzes common threads among them such as viewing students as stakeholders, customized faculty development offerings, and financial realignment. The report also addresses lingering misgivings about CQI concerning standardization, benchmarking, customer focus, teams, and quality. (Contains five references.) (JB)

ED 392 369 HE 028 969

Wolverton, Mimi

A New Alliance: Continuous Quality and Classroom Effectiveness. ASHE-ERIC Higher Education Report No. 6.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-878380-62-1; ISSN-0884-0040

Pub Date—94

Note—138p.; For a digest of this report, see HE 028 968.

Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, N.W., Suite 630, Washington, DC 20036-1183 ($18).

Pub Type— Reports - Research/Technical (143) — Information Analyses - ERIC IAP's (071)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Academic Standards, Business Administration Education, Case Studies, Classroom Techniques, *College Instruction, Community Colleges, Comparative Analysis, Educational Assessment, Educational Quality, Engineering Education, Evaluation, Graduate Study, Higher Education, *Instructional Effectiveness, Program Descriptions, Research Universities, State Universities, Student Centered Curriculum, Teamwork, *Total Quality Management

Identifiers—Arizona State University, Benchmarking, Business Schools, *Continuous Quality Improvement, Maricopa County Community College District AZ, Miami Dade Community College FL, Northwest Missouri State University, Samford University AL, University of Chicago IL

This report presents seven case studies and discusses the role of continuous quality improvement (CQI) in college classroom effectiveness efforts, particularly specific institutions where sustained CQI programs have affected college classroom practice, their common features, and lingering doubts about CQI. An introduction discusses general principles and philosophy, origins in mass production, Total Quality Management (TQM), and CQI's promise in education to make students the focus, classroom effectiveness the concern, and assessment a means to gain feedback for future improvement. The case studies describe seven educational organizations at six institutions (two research universities, two comprehensive universities, and two community colleges) and their attempts to move from exposure to TQM in the administrative super-structure to CQI in the classroom. The institutions are: (1) the University of Chicago Graduate School of Business; (2) the College of Business at Arizona State University; (3) the College of Engineering at Arizona State University; (4) Northwest Missouri State University; (5) Samford University (Alabama); (6) Maricopa County Community College District (Arizona); and (7) Miami-Dade Community College (Florida). A summary finds that common threads among these otherwise idiosyncratic programs include either a new focus or a heightened awareness of "the customer," commitment from top administrative leadership, customized faculty development, realization that change takes time, and financial realignment. The report also addresses lingering misgivings including setting standards, benchmarking, team building, interdisciplinary issues, rewards and salary, and the long term durability of the quality movement. (Contains 129 references.) (JB)

ED 394 441 HE 029 135

Gardiner, Lion F.

Redesigning Higher Education. Producing Dramatic Gains in Student Learning. ERIC Digest.

ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-HE-94-7

Pub Date—94

Note—4p.; For the full report, see HE 029 136.

Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, N.W., Suite 630, Washington, DC 20036-1183 ($1).

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Achievement Gains, *College Instruction, *College Outcomes Assessment, Competency Based Education, Educational Environment, *Educational Quality, Evaluation Methods, Grading, Higher Education, *Instructional Effectiveness, Knowledge Level, Minimum Competencies, Organizational Climate,

Outcomes of Education, Student Development, Student Evaluation

Identifiers—*ERIC Digests

This digest provides a review of the research literature on assessment of the effectiveness of higher education in producing graduates with the knowledge and skills necessary for well-educated citizens today. Major findings are grouped as answers or partial answers to the following nine questions: (1) "what are the critical competencies and how do they develop?"; (2) "what are the effects of our curricula?"; (3) "how effectively do our courses develop students' intellectual abilities?"; (4) "how hard do students work?"; (5) "what do tests and grades tell us?"; (6) "how does the campus climate affect our students' development?"; (7) "how well do we guide our students' development?"; (8) "can today's students learn?"; and (9) "how can we improve the quality of the student outcomes we produce?" (Contains eight references.) (DB)

ED 394 442 HE 029 136

Gardiner, Lion F.

Redesigning Higher Education: Producing Dramatic Gains in Student Learning. ASHE-ERIC Higher Education Report No. 7.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.; New Jersey Inst. for Collegiate Teaching and Learning, South Orange.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-878380-63-X; ISSN-0884-0040

Pub Date—94

Note—233p.; For a digest of this report, see HE 029 135.

Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, N.W., Suite 630, Washington, DC 20036-1183 ($18 plus $3.75 postage).

Pub Type— Information Analyses - ERIC IAP's (071)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*Academic Advising, Achievement Gains, *College Curriculum, *College Instruction, College Outcomes Assessment, Competency Based Education, *Educational Environment, *Educational Quality, Evaluation Methods, Grading, Higher Education, *Instructional Effectiveness, Knowledge Level, Minimum Competencies, Organizational Climate, Outcomes of Education, Student Development, Student Evaluation

This monograph reviews empirical studies on various aspects of higher education relating to the effectiveness of instruction in regard to four areas: curriculum, instruction, campus psychological climate, and academic advising. After an introduction, the first section describes the development of critical skills, how these skills develop, and the conditions believed necessary to produce them. The following four sections examine the four core areas central to student development and the contribution research suggests they now make to the development: (1) curriculum (methods, the intellectual climate of the classroom, students' involvement, effects of the curriculum); (2) instruction (classroom tests and grades); (3) the campus climate (integration into the campus community, commuter and part-time students, students involvement with faculty, and minority group members); and (4) academic advising (developmental advising, the necessity for training in advising, and evaluation, recognition, and reward of advising). The next three sections describe opportunities for dramatic gains in students' learning, examining evidence about the relative capacity of students to learn at a very high level; describing seven specific changes which can improve students' learning, and addressing issues of leadership, management, and professional development. The final section presents a vision and a challenge to develop a new kind of community on campus. (Contains approximately 650 references.) (DB)

ED 394 443 HE 029 137

Kuh, George D. And Others

Student Learning Outside the Classroom: Transcending Artificial Boundaries. ERIC Digest.

ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-HE-94-8

Pub Date—94

Note—4p.; For the full report, see HE 029 138.

Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, N.W., Suite 630, Washington, DC 20036-1183 ($1).

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Experiential Learning, Extracurricular Activities, Higher Education, *Student Development, *Student Experience, *Student Participation, Student School Relationship

Identifiers—*ERIC Digests

This digest reviews the literature on ways that institutions of higher education can enhance student learning outside the classroom. It considers research on the contributions of out-of-class experiences to valued outcomes of postsecondary education and identifies nine institutional conditions which appear to foster student learning outside the classroom such as clear, coherent, and consistently expressed educational purposes and an ethos of learning that pervades all aspects of the institution. Institutions are urged to take such steps as breaking down the barriers between various institutional units and creating situations in which students examine the connections between their studies and life outside the classroom. Also addressed are the roles of governing boards and presidents, academic and student affairs administrators, faculty members, and students in fostering out-of-classroom learning. All members of the campus community are urged to view learning as continuous and contagious. (Contains five references.) (DB)

ED 394 444 HE 029 138

Kuh, George D. And Others

Student Learning Outside the Classroom: Transcending Artificial Boundaries. ASHE-ERIC Higher Education Report No. 8.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—94

Note—160p.; For a digest of this report, see HE 029 137.

Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, N.W., Suite 630, Washington, DC 20036-1183 ($18 plus $3.75 postage).

Pub Type— Information Analyses - ERIC IAP's (071)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Academic Persistence, College Outcomes Assessment, Educational Environment, Educational Objectives, *Experiential Learning, *Extracurricular Activities, Higher Education, Organizational Climate, *Student Development, *Student Experience, *Student Participation, Student School Relationship

This review of the literature considers three issues: how out-of-class experiences of undergraduates contribute to the goals of higher education and valued outcomes; the institutional conditions that encourage students to use out-of-class time in educationally purposeful ways; and the role of all members of the campus community to foster such learning. The report first describes the methodology involved in identifying the relevant literature and the outcomes framework used to analyze it. The link between involvement in out-of-class activities and educational attainment is examined next. Then, the out-of-class experiences associated with persistence and various categories of outcomes are discussed. Nine conditions are identified that characterize powerful out-of-class environments: (1) clear, coherent, and consistently expressed educational purposes; (2) an institutional philosophy that embraces a holistic view of talent development; (3) complementary institutional policies and practices congruent with students' characteristics and needs; (4) high, clear expectations for student performance; (5) use of effective teaching approaches; (6) systematic assessment of institutional practices and student performance; (7) ample opportunities for student involvement in educationally purposeful out-of-class activities; (8) human scale settings characterized by ethics of membership and care; and (9) an ethos of learning that pervades all aspects of the institution. The report concludes with implications for governing board members, presidents, academic administrators, student affairs administrators, faculty, and students. (Contains approximately 330 references.) (DB)

ED 396 607 HE 029 232

Baez, Benjamin. Centra, John A.

Tenure, Promotion, and Reappointment: Legal and Administrative Implications. ERIC Digest.

ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-HE-95-1

Pub Date—95

Note—4p.; For the full report summarized here, see HE 029 233.

Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, N.W., Suite 630, Washington, DC 20036-1183 ($1).

Pub Type— Information Analyses - ERIC IAP's (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Freedom, Affirmative Action, Collective Bargaining, College Faculty, *Court Litigation, *Due Process, *Faculty Promotion, Grievance Procedures, Higher Education, Peer Evaluation, *Public Colleges, *Tenure, Tenured Faculty

Identifiers—ERIC Digests

This digest of a full report with the same title reviews the literature on the legal implications of college faculty reappointment, promotion, and tenure decisions, with an emphasis on how an understanding of the relevant legal principles can inform practice. It briefly summarizes issues in the following areas: the role of the courts in reappointment, promotion, and tenure decisions; reasons for tenure being the subject of numerous faculty lawsuits; the contents of the faculty employment contract; the constitutional guarantees of due process for untenured faculty members; the courts' balancing of institutional and individual First Amendment rights; protection from illegal discrimination in reappointment, promotion, and tenure decisions; the legal boundaries of affirmative action; the courts' concern for balance between the importance of confidentiality for the peer review system and the need to prohibit discrimination; the liability exposure of administrators and faculty members participating in the peer review process. The digest also lists specific steps that can be taken by administrators, faculty members, and institutional attorneys to minimize the risk of litigation. (CK)

ED 396 608 HE 029 233

Baez, Benjamin. Centra, John A.

Tenure, Promotion, and Reappointment: Legal and Administrative Implications. ASHE-ERIC Higher Education Report No. 1.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-878380-65-6; ISSN-0884-

BEST COPY AVAILABLE

0040
Pub Date—95
Note—214p.; For a digest of this report, see HE 029 232.
Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, N.W., Suite 630, Washington, DC 2036-1183 ($18 plus $3.75 postage).
Pub Type— Information Analyses - ERIC IAP's (071)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—*Academic Freedom, Affirmative Action, Collective Bargaining, College Faculty, *Court Litigation, *Due Process, Grievance Procedures, Higher Education, Peer Evaluation, *Public Colleges, *Tenured Faculty
This book addresses the legal implications of reappointment, promotion and tenure decisions bearing on college faculty with an emphasis on how understanding the relevant legal principles can inform practice. It uses scenarios and cases to illustrate the conflict between institutional and individual rights and the potential legal problems associated with employment contracts, due process requirements, academic freedom, employment discrimination, affirmative action, and peer review. Specific issues addressed include: the role of the courts in reappointment, promotion, and tenure decisions; reasons tenure is the subject of numerous faculty lawsuits; the contents of the faculty employment contract; constitutional guarantees of due process for untenured faculty members; how the courts balance institutional and individual First Amendment rights; protection of faculty from illegal discrimination; the legal boundaries of affirmative action; the courts' concern for balance between the confidentiality of the peer review system and protection from discrimination; and the liability exposure of administrators and faculty members participating in the peer review process. Individual chapters address: (1) tenure in American higher education; (2) the faculty employment contract; (3) constitutional rights in employment decisions; (4) employment discrimination; (5) affirmative action, diversity, and individual rights; (6) legal implications of peer review; and (7) recommendations for policy and practice. A list of relevant court cases is attached. (Contains 100 references.) (CK)

ED 396 615 HE 029 244
Paulsen, Michael B. Feldman, Kenneth A.
Taking Teaching Seriously: Meeting the Challenge of Instructional Improvement. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-95-2
Pub Date—95
Note—4p.; For the full report, see HE 029 245.
Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, N.W., Suite 630, Washington, DC 20036-1183 ($1).
Pub Type— Information Analyses - ERIC IAP's (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Faculty, Educational Environment, Feedback, Higher Education, *Instructional Improvement, *Reflective Teaching, Self Evaluation (Individuals), Student Evaluation of Teacher Performance, Teacher Evaluation, Teacher Improvement
Identifiers—ERIC Digests
Based on a longer report with the same title, this digest summarizes current efforts to increase the quality of college teaching. The report uses a model that views strategies for improving instruction as helping motivate individual faculty members to improve their teaching by actively changing (and maintaining) certain of their instructional attitudes and practices. The model focuses on utilizing varieties of informative feedback from such sources as colleagues and consultants, department chairs, students, and self that are facilitated by a supportive teaching culture. The report addresses the following concerns: (1) characteristics of a supportive teaching culture (such as administrator support for instructional improvement); (2) strategies to help college teachers evaluate themselves (such as self-reports); (3) the role of students in improving teaching (through teacher and course evaluations); (4) the role of colleagues, consultants, and department chairs (faculty collaboration through peer observation and provision of feedback); (5) the special needs of new and junior faculty (workshops and mentoring programs); and (6) the role of the college (strengthening of supportive teaching cultures). (DB)

ED 396 616 HE 029 245
Paulsen, Michael B. Feldman, Kenneth A.
Taking Teaching Seriously: Meeting the Challenge of Instructional Improvement. ASHE-ERIC Higher Education Report No. 2, 1995.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-878380-66-4; ISSN-0884-0040
Pub Date—95
Note—201p.; For a digest of this report, see HE 029 244.
Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, N.W., Suite 630, Washington, DC 20036-1183 ($18 plus $3.75 postage).
Pub Type— Information Analyses - ERIC IAP's (071) — Reports - Evaluative/Feasibility (142)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Beginning Teachers, *College Faculty, Educational Environment, Faculty College Relationship, Feedback, Higher Education, *Instructional Improvement, Models, *Organizational Climate, *Reflective Teaching, Self Evaluation (Individuals), Student Evaluation of Teacher Performance, *Teacher Collaboration, Teacher Improvement
This report reviews the research and literature on the improvement of college teaching through use of a model that stresses a supportive teaching culture and helps motivate individual faculty members to improve their teaching by utilizing a variety of sources of informative feedback. The sources include: colleagues and consultants, department chairs, students, and self-evaluation. The report provides: (1) an examination of the nature of instructional improvement and the challenge of motivating faculty to improve their teaching through identifying, making, and maintaining necessary changes; (2) an exploration of important factors in the creation of a supportive campus teaching culture; (3) explanations and illustrations of five sources of feedback for improving instruction (teachers themselves, students, colleagues, consultants, and department chairs); and (4) an analysis of the special needs of new and junior faculty for instructional improvement. The following characteristics of a culture supportive of teaching improvement are identified: administrator support; shared values about the importance of teaching and involvement of faculty in instructional improvement programs; an expanded view of scholarship; a requirement that effective teaching be demonstrated as part of the hiring process; faculty interaction and collaboration; a faculty development program; effective department chairs; and connection of tenure/promotion decisions to teaching evaluations. (Contains approximately 250 references.) (DB)

IR

ED 386 178 IR 055 590
Franchi, Jorge
Virtual Realty: An Overview. ERIC Digest.
ERIC Clearinghouse on Information and Technology, Syracuse, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-95-5
Pub Date—Jun 95
Note—4p.
Available from—ERIC Clearinghouse on Information and Technology, 4-194 Center for Science and Technology, Syracuse University, Syracuse, NY 13244-4100 (free while supplies last).
Pub Type— Reports - Evaluative/Feasibility (142) — Information Analyses - ERIC IAP's (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Graphics, *Computer Simulation, Computer Uses in Education, Futures (of Society), Policy Formation, Professional Training, *Sensory Experience, Surgery, Use Studies
Identifiers—ERIC Digests, National Research Council, Scientific Expeditions, *Virtual Reality
Virtual Reality (VR) is a computer-created sensory experience that allows a participant to believe and barely distinguish a "virtual" experience from a real one using computer graphics, sounds, and images to reproduce electronic versions of real-life situations. This digest describes how VR works and discusses applications of VR in surgery, scientific exploration, and education and training. Future developments and policy suggestions from the National Research Council's study on uses of VR are outlined. (Contains 15 refrences.) (AEF)

ED 387 117 IR 017 344
Ely, Donald P.
The Field of Educational Technology: Update 1995—A Dozen Frequently Asked Questions. ERIC Digest.
ERIC Clearinghouse on Information and Technology, Syracuse, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-95-7
Pub Date—Sep 95
Note—5p.; Update of ED 366 330.
Available from—ERIC Clearinghouse on Information & Technology, 4-194 Center for Science and Technology, Syracuse University, Syracuse, NY 13244-4100 (free while supplies last).
Pub Type— Information Analyses - ERIC IAP's (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Resources, *Educational Technology, Employment Opportunities, Higher Education, Information Sources, Information Technology, *Intellectual Disciplines, Professional Associations, Scholarly Journals, Textbooks
Identifiers—ERIC Digests
This digest provides background information and sources that help in understanding the concept of educational technology. Specific answers are provided to the following 12 questions: (1) What is educational technology? (2) What are the roots of educational technology? (3) What is a good source of research findings? (4) What do educational technologists do? (5) Where are educational technologists employed? (6) Where do educational technologists obtain professional education? (7) What fields offer good preparation for educational technology? (8) What are the major professional organizations? (9) What publications do educational technologists read? (10) What are the comprehensive references for the field? (11) What textbooks are commonly used? and (12) Where can more specific information about educational technology be found? (MAS)

ED 389 277 IR 017 486
Lederman, Tim
Local Area Networks for K-12 Schools. ERIC Digest.
ERIC Clearinghouse on Information and Technology, Syracuse, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Nov 95
Note—4p.
Available from—ERIC Clearinghouse on Infor-

BEST COPY AVAILABLE

mation and Technology, Syracuse University, 4-194 Center for Science and Technology, Syracuse, NY 13244-4100 (free while supplies last).
Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Access to Information, *Computer Uses in Education, Cost Effectiveness, *Design Requirements, *Educational Facilities Design, Electronic Mail, Elementary Secondary Education, Information Systems, *Local Area Networks, School Districts, Schools, *Shared Resources and Services
Identifiers—ERIC Digests, Internet

A Local Area Network (LAN) allows computing equipment to share information from any device on a network with other devices on the same network. Uses for LANs in schools include sharing printers and programs, centralized file sharing, access to library databases and catalog, cost-effective connection to external networks, electronic mail, school bulletin boards, and sending and receiving faxes. A LAN provides a school information system for administrators, teachers, students, parents and the community. School district uses for LANs include all of those uses in schools, particularly file sharing for student information, transmission of records, electronic mail and shared use of one district connection to the Internet. Common types of LANs are Ethernet and Token Ring; Ethernet predominates because it is easily designed and is composed of data transfer devices which are less expensive than similar Token Ring devices. There are many aspects of LAN design to consider when developing a technology plan for a school building or school district. These considerations include cabling medium, wiring plan, network and electrical outlets, furniture and fixture location, and potential use of space. An additional factor in design planning is the number of network connections per room; the needs of regular, special, technology, and computing classrooms should be considered, as well as the library, administrative offices and other offices. (AEF)

ED 390 377 IR 017 594

Lankes, Anna Maria D.
Electronic Portfolios: A New Idea in Assessment. ERIC Digest.
ERIC Clearinghouse on Information and Technology, Syracuse, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-95-9
Pub Date—Dec 95
Note—4p.
Available from—ERIC Clearinghouse on Information & Technology, Syracuse University, 4-194 Center for Science and Technology, Syracuse, NY 13244-4100; Internet: eric@ericir.syr.edu (free while supplies last).
Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Data Conversion, *Electronic Publishing, Elementary Secondary Education, Floppy Disks, *Informal Assessment, Information Storage, *Measures (Individuals), Optical Data Disks, *Portfolio Assessment, Portfolios (Background Materials), *Student Evaluation, Student Records
Identifiers—Electronic Media, ERIC Digests

Classroom assessment measures, in the past often limited to multiple-choice and standardized tests, now can involve the creation of portfolios, or collections of pieces of work which the student selects as the best representation of his or her efforts, progress, skills, and accomplishments. Portfolios also usually include teacher evaluations and student self-reflections and can come in several varieties: (1) "developmental" portfolios document improvement in a designated subject area; (2) "teacher planning" portfolios allow teachers to gauge the ability levels of an incoming class; (3) "proficiency" portfolios can be used to determine graduation eligibility; (4) "showcase" portfolios can assemble the best work done across an entire educational career; (5) "employment skills" portfolios can collect assignments that demonstrate work readiness; and (6) "college admission" portfolios can be solicited by admissions officers to judge an applicant's potential for success at a certain academic institution. To solve problems of storage space and of collecting assignments in various media into a cohesive whole, many schools have begun to store portfolios in electronic form on floppy disks or CD-ROM. Software aids like Roger Wagner Publishing's "HyperStudio" and Claris' "FilmMaker Pro" are highlighted, and examples are given of a high school in New York that has implemented an electronic portfolio program. (Contains 13 references.) (BEW)

ED 391 460 IR 017 606

Morgan, Nancy A.
An Introduction to Internet Resources for K-12 Educators. Part I: Information Resources. Update 1996. ERIC Digest.
ERIC Clearinghouse on Information and Technology, Syracuse, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-96-01
Pub Date—96
Note—4p.; For 1996 Update Part II, see IR 017 607. For 1994 originals, see ED 372 757 (Part I) and ED 372 758 (Part II).
Available from—ERIC Clearinghouse on Information and Technology, 4-194 Center for Science and Technology, Syracuse University, Syracuse, NY 13244-4100 (free while supplies last).
Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Resources, Educational Technology, Elementary Secondary Education, Grants, Information Networks, *Information Sources, *Internet, Lesson Plans, Library Catalogs, Online Systems, Reference Services, State Departments of Education, Student Projects, Technological Advancement
Identifiers—Electronic Books, ERIC Digests, Government Information, Listservs, Pen Pals, Technology Plans

The vast resources of the Internet are increasingly available to administrators, school library media specialists, and classroom teachers. This updated digest lists various information resources available to K-12 educators over the Internet. Topics include: guides to Internet resources; lesson plans; keypals and pen pals; acceptable use policies; technology plans for K-12 schools; Internet projects for the classroom; grant information; government information; state education departments; electronic books; reference resources; library catalogs; and other resources. (Contains 11 references.) (BEW)

ED 391 461 IR 017 607

Morgan, Nancy A.
An Introduction to Internet Resources for K-12 Educators. Part II: Question Answering, Listservs, Discussion Groups, Update 1996. ERIC Digest.
ERIC Clearinghouse on Information and Technology, Syracuse, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-96-02
Pub Date—96
Note—4p.; For 1996 Update Part I, see IR 017 606. For 1994 originals, see ED 372 757 (Part I) and ED 372 758 (Part II).
Available from—ERIC Clearinghouse on Information and Technology, 4-194 Center for Science and Technology, Syracuse University, Syracuse, NY 13244-4100 (free while supplies last).
Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Discussion Groups, *Educational Resources, Educational Technology, *Electronic Mail, Elementary Secondary Education, Information Dissemination, *Information Sources, *Internet, Online Systems, Reference Services
Identifiers—AskERIC, ERIC Digests, *Listservs, *Question Answering Systems, USENET

As K-12 schools connect to the Internet, a new means of communication opens up to educators and students. This updated digest describes some sample services and resources available to the K-12 community via electronic mail. Information sources covered include: question answering services, including AskERIC and the Online Writing Lab; listservs or electronic discussion groups; and newsgroups available through Usenet, an electronic bulletin board system. (Contains 10 references.) (BEW)

ED 392 413 IR 017 704

K-12 Computer Networking.
ACCESS ERIC, Rockville, MD.; Educational Resources Information Center (ED), Washington, DC.
Report No.—ERIC-95-5026
Pub Date—95
Note—33p.; For earlier treatment of same theme, see ED 355 940.
Available from—ACCESS ERIC, 1600 Research Blvd., Rockville, MD 20850 (subscription free; obtain back issues from EDRS).
Journal Cit—ERIC Review; v4 n1 Fall 1995
Pub Type— Collected Works - Serials (022) — Information Analyses - ERIC IAP's (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Computer Mediated Communication, Educational Policy, *Educational Resources, Educational Technology, Elementary Secondary Education, Information Networks, *Information Sources, Internet, *Online Systems, *Reference Services, Teacher Education
Identifiers—*AskERIC, *ERIC, Gopher, World Wide Web

The "ERIC Review" is published three times a year and announces research results, publications, and new programs relevant to each issue's theme topic. This issue is intended to help teacher educators, administrators, librarians, adult educators, and individual teachers introduce others to education resources on computer networks. There are nine articles including: (1) "Teaching Teachers to Use Telecomputing Tools" (Judi Harris); (2) "Classrooms Online: How One Teacher Got Started" (Bonnie L. Bracey); (3) "The Internet and Acceptable Use Policies: What Schools Need to Know" (Kay Day and Lynne Schrum); (4) "Network Terms to Get You Though the 1990s" (Barak Stussman); (5) "Federal Initiatives in Educational Technology" (Barbara Reuben-Powell and Carol Boston); (6) "Online with ERIC" which describes AskERIC, the National Parent Information Network, and other ERIC gopher and world wide web sites; (7) "Selected Resource Organizations" (Barak Stussman and Michael Heeg); (8) "Selected Reading List" (Carol Boston and Barak Stussman); and (9) "Putting It All Together: An Action Plan" which presents tips for using computer networks and a list of selected listservs. (AEF)

ED 392 463 IR 055 849

Eisenberg, Michael B. Johnson, Doug
Computer Skills for Information Problem-Solving: Learning and Teaching Technology in Context. ERIC Digest.
ERIC Clearinghouse on Information and Technology, Syracuse, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-96-04
Pub Date—Mar 96
Note—6p.
Available from—ERIC Clearinghouse on Information and Technology, 4-194 Center for Science and Technology, Syracuse, NY 13244-4100 (free while supplies last).
Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Access to Information, Assignments, *Computer Literacy, Content Area Reading, *Course Integrated Library Instruction, Elementary Secondary Education, Evalua-

BEST COPY AVAILABLE

tion. *Information Literacy, Information Seeking, *Information Skills, Integrated Activities, *Problem Solving, *Skill Development
Identifiers—ERIC Digests

Over the past 20 years, library media professionals have worked to move from teaching isolated library skills to teaching integrated information skills. Effective integration of information skills has two requirements: (1) the skills must directly relate to the content area curriculum and to classroom assignments; and (2) the skills themselves need to be tied together in a logical and systematic information process model. Schools seeking to move from isolated computer skills instruction also need to focus on these requirements. Library media specialists, computer teachers, and classroom teachers need to work together to develop units and lessons that will include both computer skills, general information skills, and content-area curriculum outcomes. The "Big Six Skills Approach to Information Problem Solving" is an information literacy curriculum, an information problem-solving process, and a set of skills which provide a strategy for effectively and efficiently meeting information needs. This model is transferable to school, personal, and work applications, as well as all content areas and the full range of grade levels. The Big Six Skills include: (1) task definition; (2) information seeking strategies; (3) location and access; (4) use of information; (5) synthesis; and (6) evaluation. An addendum is included which presents skills and knowledge related to technology that are not part of the computer and information technology curriculum. Contains 24 references. (Author/AEF)

ED 392 466 IR 055 852

Tennant, Roy

Internet Basics: Update 1996. ERIC Digest.

ERIC Clearinghouse on Information and Technology, Syracuse, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-IR-96-03

Pub Date—Feb 96

Note—4p.; For original 1992 edition, see ED 348 054.

Available from—ERIC Clearinghouse on Information and Technology, 4-194 Center for Science and Technology, Syracuse University, Syracuse, NY 13244-4100 (free while supplies last).

Pub Type— Guides - General (050) — Information Analyses - ERIC IAP's (071).

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Access to Information, Computer Mediated Communication, *Computer Networks, Costs, Databases, *Electronic Mail, *Information Retrieval, *Internet, Microcomputers

Identifiers—Communications Protocols, *Connectivity, ERIC Digests, File Transfer Protocol, Listservs, Telnet, World Wide Web

This update to a previous digest briefly describes the Internet computer network, the physical connections and communication protocols that make it possible, and the applications and information resources the network provides. The applications covered include electronic mail and listservs, the world wide web, telnet connections with remote library catalogs or databases, and file transfer protocol (FTP). Often barriers of distance, time, and cost that are significant with other forms of electronic communication are not as significant on the Internet because it accesses systems quickly regardless of proximity and because institutional users are not usually charged by level of use. Moreover, getting connected to the Internet is often not even as expensive as getting cable television. The Internet continues to evolve through formal standards development and individual or corporate software creation and enhancement. (BEW)

ED 392 467 IR 055 858

Schamber, Linda

Library Collection Development in an Electronic Age. ERIC Digest.

ERIC Clearinghouse on Information and Technology, Syracuse, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-IR-96-05

Pub Date—Apr 96

Note—4p.

Available from—ERIC Clearinghouse on Information and Technology, 4-194 Center for Science and Technology, Syracuse, NY 13244-4100 (free while supplies last).

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Academic Libraries, Higher Education, *Information Technology, Library Acquisition, *Library Administration, *Library Collection Development, Library Cooperation, Library Material Selection, Library Networks, *Shared Resources and Services

Identifiers—ERIC Digests

Electronic technologies and collection development are two of the top concerns in library and information science today. The challenges of integrating electronic resources and technologies into the process of collection development are many, and many-faceted. Beyond task-oriented considerations, such as the selection process itself, there are large-scale management issues, such as budget, policy, personnel, and technology. Three areas of collection development that seem to be the most problematic are selection, acquisitions, and inter-institutional cooperation. Several authors suggest comprehensive approaches to library collection development in an electronic age. One informative success story is the selection model developed at an academic library as a means to mainstream electronic resources. The model involves breaking the task into manageable units, developing expertise in selecting resources regardless of format, and anticipating impacts throughout the institution. An important component is a standing committee that reviews electronic publications. One model for cooperative collection development is OHIOLink, which is a consortium of 17 academic libraries; specifications for OHIOLink include ease of use by collection managers, regular provision of data for routine reports, and the capability to collect and analyze usage data across the system. In view of serious fiscal concerns in collection development, one author has outlined a seven-part agenda for rethinking priorities: planning, allocating, faculty liaison, cooperative collection development, evaluating, acquisitions, alternatives, and selection efficiency. (Contains 13 references.) (Author/AEF)

ED 393 448 IR 017 789

Anderson, Larry S.

K-12 Technology Planning at State, District, and Local Levels. ERIC Digest.

ERIC Clearinghouse on Information and Technology, Syracuse, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-IR-96-07

Pub Date—Apr 96

Note—4p.

Available from—ERIC Clearinghouse on Information and Technology, 4-194 Center for Science and Technology, Syracuse, NY 13244-4100 (free while supplies last).

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Community Involvement, *Cooperative Planning, *Educational Technology, Elementary Secondary Education, Local Issues, Organizational Objectives, *Regional Planning, *School Districts, *Statewide Planning

Identifiers—ERIC Digests, *Technology Plans

Thanks to ever-increasing high-level advocacy and the added incentive provided by Goals 2000 legislation, many states have completed or are working on school technology plans. Although technology planning occurs at multiple levels, many principles are identical, and with careful cooperation, facets of a plan at one level will often "dovetail" with facets of other plans. Planners need to engage the services, creativity, and assistance of all stakeholders. Efforts of all participants in the planning process need to be marshaled to meet established timelines, to accept delegated responsibilities, and to evaluate progress. Then a plan can be created which addresses appropriate financial, technical, functional, architectural, and legal realities. (Contains 15 references.) (BEW)

ED 394 527 IR 055 883

Weller, Carolyn R., Ed. Brandhorst, Ted, Ed.

ERIC Clearinghouse Publications, 1994. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in Resources in Education (RIE) January-December 1994.

Computer Sciences Corp., Rockville, MD.; ERIC Processing and Reference Facility, Rockville, MD.

Spons Agency—Educational Resources Information Center (ED), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—May 95

Note—89p.; For the 1993 edition, see ED 369 420.

Pub Type— Information Analyses - ERIC IAP's (071) — Reference Materials - Bibliographies (131)

EDRS Price – MF01/PC04 Plus Postage.

Descriptors—Abstracts, Annotated Bibliographies, *Clearinghouses, *Education, Educational Research, Federal Programs, Literature Reviews, *Publications, *Resource Materials, State of the Art Reviews

Identifiers—*Educational Information, *ERIC

This annotated bibliography provides citations, abstracts, and indexes for 211 documents produced by the 16 Educational Resources Information Center (ERIC) Clearinghouses in 1994. These publications consist of digests, bibliographies, state of the art reviews, and information syntheses of various types. An introduction describes the ERIC system, ERIC abstract journals, ERIC clearinghouse publications, the organization of this bibliography, the availability of clearinghouse publications, adjunct ERIC clearinghouses, and the ACCESS ERIC and AskERIC services. A statistical summary by year (1968-1994) shows the number of publications included for each clearinghouse in the series of which this bibliography is the most recent. Document resumes are provided from the following clearinghouses: (1) Adult, Career, and Vocational Education; (2) Counseling and Student Services; (3) Reading, English, and Communication; (4) Educational Management; (5) Disabilities and Gifted Education; (6) Languages and Linguistics; (7) Higher Education; (8) Information and Technology; (9) Community Colleges; (10) Elementary and Early Childhood Education; (11) Rural Education and Small Schools; (12) Science, Mathematics, and Environmental Education; (13) Social Studies/Social Science Education; (14) Teaching and Teacher Education; (15) Assessment and Evaluation; and (16) Urban Education. Indexes by subject, personal author, and institution are provided. A directory of ERIC system components with addresses, telephone numbers, and brief descriptions of the clearinghouses' scope areas is also included. A form for ordering microfiche or paper copy of ERIC Clearinghouse publications from the ERIC Document Reproduction Service is attached. (AEF)

ED 395 589 IR 055 893

Pugh, Elizabeth, Comp. Brandhorst, Ted, Comp.

ERIC Digests: An Annotated Bibliography of All ERIC Digests Announced in the ERIC Database, April 1993 - March 1996.

Computer Sciences Corp., Rockville, MD.; ERIC Processing and Reference Facility, Rockville, MD.

Spons Agency—Educational Resources Information Center (ED), Washington, DC.

Pub Date—Apr 96

Note—205p.; For bibliography of all Digests

BEST COPY AVAILABLE

through March 1993, see ED 358 864.
Pub Type— Information Analyses - ERIC IAP's (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Abstracts, *Annotated Bibliographies, *Databases, *Documentation, Early Childhood Education, *Educational Research, Elementary Secondary Education, Higher Education, *Information Dissemination, Postsecondary Education, Resource Materials, Synthesis
Identifiers—ERIC, ERIC Clearinghouses, *ERIC Digests
This bibliography is a 3-year supplement to the first bibliography of ERIC Digest resumes published in April 1993 and covering ERIC Digest production through March 1993. Included in this supplement are resumes for all digests entered into the ERIC database for the April 1993 through March 1996 issues of Resources in Education (RIE), a total of 429 digests. A statistical summary provides data on ERIC Digests by Clearinghouse and by year of announcement. The digest resumes are sorted in descending order by ED number, placing the most recent first. Subject and author indexes are included. Appendices contain: (1) the names, addresses, telephone numbers, and brief scope notes of ERIC clearinghouses (ERIC Ready Reference #6); (2) a complete alphabetical list of ERIC Digests (ERIC Ready Reference #10A); (3) a complete list of ERIC Digests by clearinghouse (Ready Reference #10B); and (4) an accession number list of 1,507 digests (78% of total) currently available in full text via online and CD-ROM systems. (Author/AEF)

ED 395 595 IR 055 909
Weller, Carolyn R., Ed. Brandhorst, Ted, Ed.
ERIC Clearinghouse Publications, 1995. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in Resources in Education (RIE) January-December 1995.
Computer Sciences Corp., Rockville, MD.; ERIC Processing and Reference Facility, Rockville, MD.
Spons Agency—Educational Resources Information Center (ED), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—May 96
Note—95p.; For the 1994 edition, see ED 394 527.
Pub Type— Information Analyses - ERIC IAP's (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Abstracts, Annotated Bibliographies, *Clearinghouses, *Education, Educational Research, Federal Programs, Literature Reviews, *Publications, *Resource Materials, State of the Art Reviews
Identifiers—*Educational Information, *ERIC
This annotated bibliography provides citations, abstracts, and indexes for the 267 documents produced by the 16 Educational Resources Information Center (ERIC) Clearinghouses in 1995. These publications consist of digests, bibliographies, state of the art reviews, and information syntheses of various types. An introduction describes the ERIC system, clearinghouse publications, the organization of this bibliography;, the availability of clearinghouse publications, and adjunct clearinghouses. A statistical summary by year (1968-1994) shows the number of publications included for each clearinghouse in the series of which this bibliography is the most recent. Document resumes are provided from the following clearinghouses: (1) Adult, Career, and Vocational Education; (2) Counseling and Student Services; (3) Reading, English, and Communication; (4) Educational Management; (5) Disabilities and Gifted Education; (6) Languages and Linguistics; (7) Higher Education; (8) Information and Technology; (9) Community Colleges; (10) Elementary and Early Childhood Education; (11) Rural Education and Small Schools; (12) Science, Mathematics, and Environmental Education; (13) Social Studies/Social Science Education; (14) Teaching and Teacher Education; (15) Assessment and Evaluation; and (16) Urban Education. Indexes by subject, personal author, and institution are provided. A diagram of ERIC system components and a directory of ERIC components with addresses, telephone, fax, and phone numbers, and brief descriptions of the clearinghouses' scope areas is also provided. A form for ordering microfiche or paper copy of ERIC Clearinghouse publications from the ERIC Document Reproduction Service is attached. (AEF)

ED 396 717 IR 017 930
Ely, Donald P. And Others
Trends in Educational Technology 1995.
ERIC Clearinghouse on Information and Technology, Syracuse, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-937597-40-6
Pub Date—May 96
Note—68p.; For the two earlier volumes in this series, see ED 326 212 and ED 346 850.
Available from—Information Resources Publications, Syracuse University, 4-194 Center for Science & Technology, Syracuse, NY 13244-4100 (IR-99; $10 plus $3 shipping and handling).
Pub Type— Information Analyses - ERIC IAP's (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Access to Information, Computer Literacy, Computer Networks, *Content Analysis, Delivery Systems, *Educational Technology, Educational Television, *Educational Trends, Higher Education, Teacher Qualifications
Identifiers—Access to Computers
Based on the findings of a content analysis of representative literature on educational technology, this report examines trends in educational technology from October 1, 1994 through September 30, 1995. Eight trends for 1995 are identified and discussed: (1) computers are pervasive in schools and higher education institutions and virtually every student in a formal education setting has access to a computer; (2) networking is one of the fastest growing applications of technology in education; (3) access to television resources in the school is almost universal; (4) advocacy for the use of educational technology has increased among policy groups; (5) educational technology is increasingly available in home and community settings; (6) new delivery systems for educational technology applications have grown in geometric proportions; (7) there is new insistence that teachers must become technologically literate; and (8) educational technology is perceived as a major vehicle in the movement toward education reform. An analysis of trends from 1988-1995 and an explanation of the methodology used in this study conclude the monograph. Copies of worksheets, definitions, and additional data are appended. (Contains 46 references.) (AEF)

ED 396 759 IR 055 930
Masters, Denise G.
Total Quality Management in Libraries. ERIC Digest.
ERIC Clearinghouse on Information and Technology, Syracuse, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-96-06
Pub Date—96
Note—4p.
Available from—ERIC Clearinghouse on Information and Technology, Syracuse University, 4-194 Center for Science and Technology, Syracuse, NY 13244-4100 (free while supplies last).
Pub Type— Information Analyses - ERIC IAP's (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Change Strategies, Improvement, *Library Administration, Library Personnel, *Library Planning, Library Services, *Organizational Development, Problem Solving, Staff Development, Strategic Planning, *Total Quality Management
Identifiers—Barriers to Change, ERIC Digests
Total Quality Management (TQM) is "a system of continuous improvement employing participative management and centered on the needs of customers." Key components of TQM are employee involvement and training, problem-solving teams, statistical methods, long-term goals and thinking, and recognition that the system, not people, produces inefficiencies. Libraries can benefit from TQM in three ways: breaking down interdepartmental barriers; redefining the beneficiaries of library services as internal customers (staff) and external customers (patrons); and reaching a state of continuous improvement. Potential barriers to the adoption of TQM in libraries include: objections to the vocabulary, lack of commitment, attempting to solve problems to quickly, and resistance of professional staff. The notable principles of TQM are summarized as follows: (1) manage by fact; (2) eliminate rework; (3) respect people and ideas; and (4) empower people. By formulating a strategic plan, and following it with a commitment to continue quality improvement, library managers can transform and improve their organizations. (Contains 13 references.) (Author/AEF)

JC

ED 386 242 JC 950 433
Henriksen, Janel Ann Soule
The Influence of Race and Ethnicity on Access to Postsecondary Education and the College Experience. ERIC Digest.
ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-95-05
Pub Date—Jul 95
Note—4p.
Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Persistence, *Access to Education, Black Students, College Attendance, *College Role, *Community Colleges, *Educational Discrimination, *Educational Environment, Educational Opportunities, *Equal Education, Hispanic Americans, Mentors, Two Year College Students, Two Year Colleges
Identifiers—ERIC Digests
Questions related to underrepresented groups' access to postsecondary education and their experiences while in college are fundamental to the goal of achieving equal educational opportunities for all students. Some researchers have viewed community colleges as important in giving access to students who might not have the academic ability for the intellectual paths of their choice by helping them define and achieve realistic goals. Others argue that they continue class-based separation by tracking less academically prepared students into vocational programs. Both community college supporters and critics agree that they allow more students to enroll in college at a lower cost. Critics, however, highlight the large gap between students in two-year and four-year institutions who attain baccalaureate degrees and note that two-year college students typically come from non-white families with lower incomes and have parents who did not attend college. The 1995 "Transfer Assembly Study" by the Center for the Study of Community Colleges found that only 12% of Hispanic and Black students transferred to four-year institutions, compared to 23% of White students. Cultural influences on minority academic achievement include family expectations of employment after high school, academic testing which places many minority students on remedial tracks, a lack of minority role models, and lack of encouragement from white professors. Fortunately, some colleges have started programs to actively address these issues through recruitment and outreach programs, peer mentors,

BEST COPY AVAILABLE

minority faculty recruitment, and programs to improve campus climate. (KP)

ED 386 261 JC 950 457

Colby, Anita. Foote, Elizabeth

Creating and Maintaining a Diverse Faculty. ERIC Digest.

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-JC-95-06

Pub Date—Jul 95

Note—4p.; Drawn from "Creating and Maintaining a Diverse Faculty, New Directions for Community Colleges, Number 87," edited by William B. Harvey and James Valadez; see ED 376 884.

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Affirmative Action, College Faculty, Community Colleges, *Diversity (Institutional), Equal Opportunities (Jobs), Faculty Development, *Faculty Integration, *Faculty Recruitment, *Minority Groups, *Personnel Selection, Two Year Colleges

Identifiers—ERIC Digests

Community colleges are under pressure from internal and external forces to recruit and retain minority faculty members. According to recent studies, approximately 90% of the total faculty at two- and four-year public and private colleges are white. The highest percentage of faculty of color are employed at public four-year institutions (12.6%) and the lowest percentage at private two-year colleges (2.6%). Various strategies have been suggested for recruiting minority faculty, including the following: (1) keep an open mind about credentials and recognize the value of non-academic experiences; (2) include area minority professionals on search committees; (3) utilize minority media in recruitment campaigns; (4) recruit through business and industry partnerships; (5) include minorities on interview committees; (6) keep candidate pools open until minority applicants are found; (7) maintain dialogue and faculty exchanges with historically black colleges; (8) implement long-range programs that encourage minority and women students; and (10) diversify the entire campus. Retention strategies have also been proposed to retain minorities, including begin with a thorough orientation; promote collegiality; schedule diversity training and staff development programs; and incorporate minority faculty into decision-making and all facets of campus life. Examples of successful minority recruitment and retention programs are in place at Maricopa and California Community Colleges. (KP)

ED 387 193 JC 950 497

Clowes, Darrel A., Ed. Hawthorne, Elizabeth M., Ed.

Community Colleges and Proprietary Schools: Conflict or Convergence? New Directions for Community Colleges, Number 91.

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-7879-9936-9; ISSN-0194-3081

Pub Date—95

Note—115p.

Available from—Jossey-Bass, Inc., 350 Sansome St., San Francisco, CA 94104-1342 ($19; subscription: $49 individuals, $72 institutions, agencies, and libraries).

Journal Cit—New Directions for Community Colleges; v23 n3 Fall 1995

Pub Type— Collected Works - Serials (022) — Viewpoints (120) — Information Analyses - ERIC IAP's (071)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Accreditation (Institutions), *Administrative Organization, Articulation (Education), College Curriculum, College Students, *Community Colleges, Comparative Analysis, Curriculum Development, *Differences, Educational Trends, *Institutional Characteristics, Institutional Mission, Institutional Role, *Proprietary Schools, *Student Characteristics, Two Year Colleges

This volume describes characteristics of proprietary schools, or for-profit schools that focus primarily on career and technical education, and explores similarities, differences, and points of linkage between proprietary schools and community colleges. The following articles are included: (1) "Community Colleges and Proprietary Schools: Conflict or Convergence?" by Darrel A. Clowes; (2) "Changes in Mission, Governance, and Funding of Proprietary Postsecondary Institutions," by Jon A. Hittman; (3) "The Story Behind Proprietary Schools in the United States," by Craig A. Honick; (4) "Curriculum as a Path to Convergence," by Cheryl Hyslop and Michael H. Parsons; (5) "Who Are the Students at Community Colleges and Proprietary Schools?" by Xing David Cheng and Bernard H. Levin; (6) "Ties That Bind: Default, Accreditation, and Articulation," by Carolyn Prager; (7) "The Illusion of Convergence: Federal Student Aid Policy in Community Colleges and Proprietary Schools," by Richard W. Moore; (8) "State Oversight of the Proprietary Sector," by Bruce N. Chaloux; and (9) "Proprietary Schools and Community Colleges: The Next Chapter," by Elizabeth M. Hawthorne. Data tables supplementary to the report by Cheng and Levin have been appended. (KP)

ED 388 351 JC 950 536

Cohen, Arthur M.

Projecting the Future of Community Colleges. ERIC Digest.

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-JC-96-01

Pub Date—Dec 95

Note—4p.

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Community Colleges, Educational Change, *Educational Finance, Educational Supply, *Educational Trends, Enrollment Trends, Futures (of Society), Governance, *Government School Relationship, Institutional Characteristics, *Institutional Mission, State Regulation, *Trend Analysis, Two Year Colleges

Identifiers—ERIC Digests

Projecting the future for U.S. community colleges into the early 21st century involves projecting the future for the United States in general. Based on trend data, it can be expected that the number of community colleges will not change, except to the extent that public universities organize additional two-year branch campuses or community colleges upgrade satellite centers to full campus status. Their mission will not change either, as their role in career, collegiate, developmental, and continuing education has become well accepted by the public and by state-level coordinating and funding agencies. Increases in community college enrollments will cause the number of associate degrees awarded to increase at a faster rate than currently as strengthened matriculation and attendance requirements reduce the percentage of casual attendees. These increases will also result in a slow increase in the number of faculty, although the ratio of part- to full-time faculty will remain stable at 40 to 60. In terms of governance, the trend toward greater state-level coordination will continue at a relatively slow pace. Finally, because capital funds will be in short supply and states will be unlikely to increase allocations to community colleges by more than a couple of percentage points each year, colleges will increasingly find outside sources for funding. The prognosis for the collegiate curriculum is good. The linkage aspect of the collegiate function, centering on preparing students to enter junior-level programs leading to bachelor's degrees in health fields, business, technologies and the professions will thrive. (Contains 11 references.) (MAB)

ED 388 361 JC 950 547

Higginbottom, George, Ed. Romano, Richard M., Ed.

Curriculum Models for General Education. New Directions for Community Colleges, Number 92.

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-7879-9938-5; ISSN-0194-3081

Pub Date—95

Note—110p.

Available from—Jossey-Bass, Inc., 350 Sansome St., San Francisco, CA 94104-1342 (single copies: $19 plus $3.50 shipping and handling; subscription: $49 individuals, $72 institutions, agencies, and libraries; quantity discounts).

Journal Cit—New Directions for Community Colleges; v23 n4

Pub Type— Collected Works - Serials (022) — Information Analyses - ERIC IAP's (071)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Case Studies, Citizenship Responsibility, Communication Skills, *Community Colleges, Competency Based Education, *Core Curriculum, Critical Thinking, *Curriculum Development, *Educational Change, Educational History, *Educational Trends, Ethics, *General Education, Intercultural Communication, Models, Multicultural Education, Two Year Colleges

Presented as a practical guide and reference for reexamining or restructuring general education programs, this volume examines the aims of and rationale for general education at selected campuses and focuses on the process of curriculum reform at the campus and system levels. The 10 chapters are: (1) "General Education in the Heartland: Black Hawk College," by Dorothy R. Martin and Sheila Lillis; (2) "General Education at Broome Community College: Coherence and Purpose," by Richard M. Romano; (3) "Bunker Hill Community College: A Common Experience for Lifelong Learning," by Malinda M. Smutek; (4) "General Education at Jefferson Community College: Accountability and Integrity," by Patrick Ecker and Diane Calhoun-French; (5) Miami-Dade Community College: Applications at the Wolfson Campus," by Eduardo J. Padron and Ted Levitt; (6) "The Minnesota Model for General Education," by Nancy Register Wangen; (7) "The Piedmont Virginia Community College Experience in General Education," by Deborah M. DiCroce and David R. Perkins; (8) "The General Education Core at Shoreline Community College," by Marie E. Rosenwasser; (9) "Concluding Remarks," by George Higginbottom, discussing the eight models presented above in a historical context of general education reform movements; and (10) "Additional Sources of Information," by George Higginbottom and Richard M. Romano, providing an annotated bibliography of sources related to community college civic, communication, critical thinking, ethics, multicultural, and mathematics and science instruction. (KP)

ED 389 384 JC 960 032

Cohen, Arthur M. Brawer, Florence B.

The American Community College. Third Edition. The Jossey-Bass Higher and Adult Education Series.

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-7879-0189-X

Pub Date—96

Note—539p.; For the second edition, see ED 309 828.

Available from—Jossey-Bass, Inc., 350 Sansome Street, San Francisco, CA 94104 ($38.95).

Pub Type— Books (010) — Information Analyses - ERIC IAP's (071)

EDRS Price - MF02/PC22 Plus Postage.

Descriptors—Adult Education, *College Administration, *College Curriculum, *College Faculty, College Instruction, *College Role, *Community Colleges, Compensatory Education, Educational Finance, Educational Histo-

ry. Educational Objectives, Futures (of Society), General Education, Governance, Liberal Arts, Student Personnel Services, Teaching Methods, *Two Year College Students, Two Year Colleges, Vocational Education

This book provides a comprehensive overview of community college education in the United States, emphasizing trends affecting two-year colleges in the past decade. Chapter 1 identifies social forces contributing to the development and expansion of community colleges and the continuing changes in institutional purpose. Chapter 2 examines shifting patterns in student characteristics and goals, reasons for the predominance of part-time attendance, participation and achievement among minority students, attrition issues, and the most recent data on student transfer rates. Chapter 3 utilizes national data to illustrate differences between full- and part-time faculty and discusses issues related to tenure, salary, workload, faculty evaluation and preparation, moonlighting, and burnout. Chapter 4 reviews modifications in college management stemming from changes in institutional size, the advent of collective bargaining, reductions in available funds, and changes in governance and control. Chapter 5 describes funding patterns and their relationship to organizational shifts. Chapter 6 discusses the stability of the colleges' instructional forms and the use of instructional technology. Chapter 7 considers student personnel functions, including counseling, guidance, recruitment, retention, orientation, and extracurricular activities. Chapter 8 traces the rise of occupational education toward a central position in the curriculum. Chapter 9 focuses on remedial and developmental programs and addresses controversies surrounding student mainstreaming and restrictive programming. Chapter 10 examines adult and continuing education, lifelong learning, and community services. Chapters 11 and 12 examine curricular trends and controversies in the liberal arts and general education. Chapter 13 describes research efforts in and about community colleges, while chapter 14 addresses philosophical and practical questions regarding the transfer function and the colleges' role in enhancing progress toward higher degrees. Finally, chapter 15 offers projections for college demographics, organization, curriculum, instruction, and student services. Contains 45 pages of references. (MAB)

ED 391 558 JC 960 114

Holub, Jonathan D.

The Role of the Rural Community College in Rural Community Development. ERIC Digest.

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-JC-96-02

Pub Date—Jan 96

Note—4p.

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Education, Adult Literacy, *Community Colleges, Community Development, Educational Opportunities, *Educational Technology, Educationally Disadvantaged, *Illiteracy, Partnerships in Education, *Rural Development, Rural Education, Rural Schools, *School Community Relationship, Two Year Colleges

Identifiers—ERIC Digests

Rural community colleges have an important role to play in the economic development of their communities and in preparing community members for technological, economic, and societal changes. Community-based programming (CBP) is one tool utilized by colleges to become aware of local problems by collaborating with citizens, leaders, and community-based organizations and agencies to identify and seek resolutions to major issues in the community. The CBP model has been effectively employed to combat illiteracy, one of the most pervasive problems facing rural communities. Specific strategies employed by the Appalachia Regional Steering Committee to address the problem of illiteracy in its region include the following: (1) policy strategies, such as identifying and working with community leaders to become involved in community development activities; (2) dispositional strategies, including promoting equal opportunity for rural adults and establishing peer support and career planning activities; (3) situational strategies, such as lobbying for reductions in transportation and educational costs; and (4) institutional strategies, including the development of cooperative partnerships at all levels. Finally, another pressing issue facing rural communities is educational access. Rural community colleges are providing technological learning systems such as distance education programs and instructional television broadcast channels to increase educational and employment opportunities. (TGI)

ED 391 559 JC 960 115

Cress, Christine

Assessment and Testing: Measuring Up to Expectations. ERIC Digest.

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-JC-96-03

Pub Date—Jan 96

Note—4p.

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accountability, *College Outcomes Assessment, College Planning, Community Colleges, Educational Cooperation, *Educational Quality, *Institutional Evaluation, Measures (Individuals), Needs Assessment, *Program Evaluation, *School Effectiveness, *Self Evaluation (Groups), Two Year Colleges

Identifiers—ERIC Digests

As a result of increasing pressure from external constituencies, community colleges have been called upon to demonstrate accountability through assessment activities and research on institutional effectiveness based on student outcomes. Since community colleges include transient student populations, students with a wide range of ability and academic goals, and large numbers of adjunct faculty, assessment should focus on the improvement of campus instructional and support programs to increase student success, rather than on national comparisons. In addition, it is critical that colleges determine who will assess the information collected and how it relates to student learning and instruction. Available assessment techniques and methods include competency-based models, self-reports, third-party reports, focus groups, in-depth interviews, participant observations, case studies, exit surveys, and alumni surveys. Assessment activities should take into consideration the needs of culturally, ethnically, religiously, and linguistically diverse students. Although offering extrinsic rewards encourages participation in assessment activities, assessment only becomes an integral part of the institution when this focus is clearly stated in the mission of the college and emphasized as a part of ensuring student success. Faculty resistance and lack of resources are often barriers to assessment processes. Finally, rather than searching for a single indicator to demonstrate success, institutions should value the use of different benchmarks as evidence of institutional effectiveness. (TGI)

ED 392 510 JC 960 190

Parsons, Michael H., Ed. Lisman, C. David, Ed.

Promoting Community Renewal through Civic Literacy and Service Learning. New Directions for Community Colleges, Number 93.

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-7879-9868-0; ISSN-0194-3081

Pub Date—96

Note—107p.

Available from—Jossey-Bass Publishers, 350 Sansome St., San Francisco, CA 94104-1342 ($19; subscription: $51 individuals, $81 institutions, agencies, and libraries)

Journal Cit—New Directions for Community Colleges; v24 n1 Spr 1996

Pub Type— Collected Works - Serials (022) — Information Analyses - ERIC IAP's (071) — Viewpoints (120)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Citizen Participation, *College Role, *Community Colleges, *Community Services, Program Descriptions, Role of Education, *School Community Programs, *School Community Relationship, *Service Learning, Two Year Colleges

Identifiers—*Community Renewal

Based on the idea that community colleges have a critical role in enhancing civic literacy through community-based programming and service learning, this volume provides descriptions of theoretical frameworks and practical models for incorporating community renewal into the college mission. The following articles are provided: (1) "Service Learning: Why Community Colleges?" by Lynn Barnett; (2) "Understanding Faculty Needs: An Institutional Imperative," by Leonard F. O'Hara; (3) "'Love Yourself Enough,'" by Marietta McCarty; (4) "Commitment to Community: Service Learning at Miami-Dade Community College," by Robert J. Exley; (5) "Incorporating Civic Literacy into Technician Education: Why? How?" by Elizabeth A. Mathias; (6) "The Engaged Campus," by C. David Lisman; (7) "In Good Company: A Ten-Year Odyssey in Pursuit of Civic Purpose," by Nan Ottenritter and Michael H. Parsons; (8) "Community College-Community Relationships and Civic Accountability," by Rosemary Gillett-Karam; (9) "Integrating Service into a Multicultural Writing Curriculum," by Robert W. Franco; and (10) "Sources and Information: Current Programming in Civic Literacy and Community Services," by Janel Ann Soule Henriksen. (BCY)

ED 393 504 JC 960 206

Brawer, Florence B.

Community Colleges International. ERIC Digest.

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-JC-96-04

Pub Date—Mar 96

Note—4p.

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrative Organization, *College Role, *Community Colleges, Comparative Education, Continuing Education, Educational Change, *Educational Needs, Educational Policy, *Educational Trends, *Foreign Countries, *Nontraditional Education, Nontraditional Students, Two Year Colleges

Identifiers—ERIC Digests

Educational institutions throughout the world have established various non-traditional, or non-university, forms of postsecondary education to accommodate people who are past the age of compulsory schooling and who are not served by traditional universities. These institutions may be compared and contrasted to community colleges in the United States in terms of their mission and policy, programs and services, and governance and control. Occupational related studies, for instance, are prominent in a majority of these non-traditional educational institutions. Japan's junior colleges provide a useful comparative example in that they are terminal education institutions providing general, short-term postsecondary education and differ significantly from their U.S. counterparts in admissions policy, governance, and control. Despite differences, key challenges face many community colleges around the world, including articulation; developing comprehensive exit examinations; supplying necessary remedial courses; deciding how much emphasis to place on community services; high graduate unemployment rates; and issues of social equality. Finally, many other countries that do not have comparable institutions are faced with the need to implement community colleges or simi-

BEST COPY AVAILABLE

lar institutions, such as in Australia which is experiencing a high demand for skill-based programs. The expansion of the community college sector appears certain because of the world-wide demand for a variety of non-university educational services at a reasonable cost by people who are past the age of compulsory schooling. (TGI)

ED 393 505 JC 960 207

Rifkin, Tronie. Georgakakos, John Harry.

Science Reasoning Ability of Community College Students. ERIC Digest.

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-JC-96-05

Pub Date—Mar 96

Note—4p.; Based on "Impact of Differential College Environments on the Science Reasoning Ability of Community College Students: A Matriculation Study," by John Harry Georgakakos.

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Ability, *Cognitive Development, Community Colleges, Comparative Analysis, Outcomes of Education, Pretests Posttests, Program Effectiveness, *Science Curriculum, *Science Process Skills, Student Development, *Two Year College Students, Two Year Colleges

Identifiers—ERIC Digests, *Riverside Community College CA

In 1991, a study was conducted at Riverside City College (RCC), in California, to determine the development of science reasoning among students. A science reasoning test was administered at the beginning and again at the end of fall 1991 to two samples: a college-wide sample of 843 students enrolled in one of 55 courses, and a science-oriented sample of 494 students who took at least one science course at RCC. The study found that, for the college-wide sample, the science curriculum was a positive influence on the development of students' science reasoning ability, with the positive effect of taking science courses on students' science reasoning ability increasing with the number of science units taken. In addition, calculus-based physics courses strongly influenced the development of science reasoning ability, while training in undergraduate psychology also contributed positively. Training in history, however, appeared to be negatively related to science reasoning. Results for the science-oriented sample indicated that a background in college humanities favorably influenced science reasoning ability, with physics courses contributing most to this development. Participation in RCC's introductory chemistry course, however, was found to have a negative impact on science reasoning. The study concluded that high student involvement in the sciences results in an increase in science reasoning ability and that the science curriculum played an important role in community college students' progress in developing reasoning ability. (TGI)

ED 393 510 JC 960 217

Brawer, Florence B.

Retention-Attrition in the Nineties. ERIC Digest.

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-JC-96-06

Pub Date—Apr 96

Note—4p.

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Persistence, Community Colleges, *Dropout Research, Dropouts, Educational Trends, *Intervention, Mentors, *School Holding Power, *School Orientation, *Student Attrition, Teacher Student Relationship, Two Year Colleges, Withdrawal (Education)

Identifiers—ERIC Digests

Concern about retention and attrition rates in higher education have increased over the years and efforts to identify and treat potential dropouts have grown considerably. Studies investigating the retention and attrition of community college students have found specific characteristics related to outcomes, including full- or part-time attendance, age, employment status, grade point average, being a member of an ethnic minority other than Asian, family obligations, financial concerns, and gender. Since determining predictive characteristics can be difficult, intervention strategies represent an alternative way of approaching retention and attrition and may have greater impact in the long run. Strategies that are widely used and demonstrate the greatest impact include orientation programs, mentoring programs, and multiple strategy approaches combining various efforts. Studies have shown that completion of an orientation program promotes and improves student performance. Faculty and peer mentoring programs aim to improve teacher-student interaction through the use of guidebooks, workshops, tutorial programs, and other academic and social support strategies. Multiple strategy efforts in place at community colleges include the use of campus-wide handbooks of student retention strategies; women's centers to provide support to non-traditional, female students; freshman seminars to promote supportive relationships among students and student-faculty interaction; and the implementation of college funded work-study for on-campus employment. Contains 16 references. (TGI)

ED 395 616 JC 960 367

Foote, Elizabeth.

Achieving Administrator Diversity. ERIC Digest.

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-JC-96-07

Pub Date—May 96

Note—4p.; Drawn from "Achieving Administrative Diversity, New Directions for Community Colleges, Number 94," edited by Raymond C. Bowen and Gilbert H. Muller.

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Qualifications, *Administrator Selection, *Administrators, *College Administration, Community Colleges, *Diversity (Institutional), Educational Quality, *Faculty Recruitment, Minority Groups, Personnel Integration, Personnel Selection, *Professional Development, Two Year Colleges

Identifiers—ERIC Digests

One of the key challenges facing community colleges in the 1990's is the development of leadership that represents the diversity of students and local constituents. In a 1991 survey of 1,097 community college presidents, only 11% of those surveyed belonged to minority groups. Programs do exist, however, to help minority group members structure their careers and become community college administrators. These programs are offered by universities, such as the Community College Leadership Program at the University of Texas; higher education associations, such as workshops sponsored by the American Association of Community Colleges; and minority higher education organizations, such as the National Council on Black American Affairs. Community colleges seeking to improve minority administrator representation should consider the following recommendations: (1) identify and publicize college goals and timetables for diversity; (2) maintain clear policies and procedures for hiring, awarding tenure, and evaluating; (3) require regular progress reports; (4) enlist the help of consulting organizations that specialize in minority recruitment; (5) advertise openings in minority community publications; (6) give the Equal Employment Opportunity officer sufficient authority; (7) search for administrative candidates from sources other than the traditional academic pipeline; and (8) encourage minority faculty to participate in administrative activities. Lists of programs and organizations providing professional development opportunities are included. (TGI)

ED 395 617 JC 960 368

Cohen, Arthur M. Brawer, Florence B.

Community College Scholarship. ERIC Digest.

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-JC-96-08

Pub Date—May 96

Note—4p.; Drawn from "Scholarship Research in and about the Colleges" in "The American Community College. Third Edition," by A. M. Cohen and F. B. Brawer; see ED 389 384.

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Outcomes Assessment, *Community Colleges, Educational Finance, *Educational Research, *Institutional Evaluation, *Institutional Research, *Research and Development, Research Design, *Research Problems, School Statistics, Two Year Colleges

Identifiers—ERIC Digests

Community colleges generally conduct little research. Further, there is no generally accepted national research agenda for community colleges, no consistently funded national agency charged with studying the institutions as unique entities, and few educational researchers directing their attention toward them. The research that is undertaken on community colleges is conducted primarily by university professors and students, state agencies mandated by legislation, the Department of Education, in addition to a few institutional researchers at colleges. The types of research conducted include treatments of the formation and development of the colleges from the viewpoint of history or sociology and large-scale data compilations providing overviews of trends. In addition, the more useful qualitative studies undertaken provide information on the peculiarities of college functioning through participant observation or interview techniques. The lack of a consistent funding base for the routine collection of data on institutional effectiveness and unfamiliarity with assessment are central barriers to community college research. Finally, whatever the source and forms it takes, research on community colleges suffers several limitations stemming from imprecision in the language of the social sciences and from the relationships between researchers and practitioners. (TGI)

ED 397 884 JC 960 486

Bowen, Raymond C., Ed. Muller, Gilbert H., Ed.

Achieving Administrative Diversity. New Directions for Community Colleges, Number 94.

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-7879-9868-0; ISSN-0194-3081

Pub Date—96

Note—113p.

Available from—Jossey-Bass Publishers, 350 Sansome St., San Francisco, CA 94104-1342 ($19; subscription: $51 individuals, $81 institutions, agencies, and libraries).

Journal Cit—New Directions for Community Colleges; v24 n2 Sum 1996

Pub Type— Collected Works - Serials (022) — Viewpoints (120) — Information Analyses - ERIC IAP's (071)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Administrator Characteristics, *Affirmative Action, *College Administration, College Presidents, *Community Colleges, *Diversity (Institutional), *Educational Strategies, *Equal Opportunities (Jobs), Leadership

BEST COPY AVAILABLE

Responsibility, Minority Groups, Professional Development, Two Year Colleges

Focusing on the challenge of expanding administrative opportunities for minorities, the 10 essays in this volume explore the problem of underrepresentation of minority administrators at community colleges and suggest strategies for improving diversity. The following articles are provided: (1) "Paradox and Promise: Leadership and the Neglected Minorities," by George B. Vaughan; (2) "From the Projects to the Presidency: An African American Odyssey," by Raymond C. Bowen; (3) "Increasing the Latino Leadership Pipeline: Institutional and Organizational Strategies," by Isaura Santiago Santiago; (4) "The Powers of the Presidency," by Rafael L. Cortada; (5) "The Community College Presidency: An Asian Pacific American Perspective," by M. Jack Fujimoto; (6) "Gateways to Success: Urban Community Colleges and Administrative Diversity," by Gilbert H. Muller; (7) "Affirmative Action as an Equal Opportunity Opportunity," by Donald G. Phelps and Lynn Sullivan Taber; (8) "Professional Development Resources for Minority Administrators," by David R. Pierce, James R. Mahoney, and Arnold M. Kee; (9) "The Unfinished Agenda," by Reginald Wilson; and (10) "Sources and Information: Expanding Opportunities for Minority Administrators," by Jonathan Holub and Elizabeth Foote. (BCY)

PS

ED 386 327 PS 023 620

Benard, Bonnie

Fostering Resilience in Children. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—Department of Education, Washington, DC.

Report No.—EDO-PS-95-9

Pub Date—Aug 95

Note—3p.

Pub Type— Information Analyses - ERIC IAP's (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—At Risk Persons, Child Development, Critical Thinking, *Educational Environment, Elementary Secondary Education, Grouping (Instructional Purposes), Interpersonal Competence, Personal Autonomy, *Personality Traits, Problem Solving, Student Evaluation, Student Motivation, *Student Participation, *Teacher Expectations of Students, *Teacher Student Relationship, Teaching Methods

Identifiers—*Caring, ERIC Digests, *Resilience (Personality)

This digest summarizes studies that provide evidence that youth with multiple and severe risks in their lives can develop into confident and competent adults; and discusses the critical role schools can play in this process of development. Resilience is the term used to describe a set of qualities that foster a process of successful adaptation and transformation despite risk. An innate capacity for resilience helps children develop social competence, problem-solving skills, a critical consciousness, autonomy, and a sense of purpose. Research shows that certain characteristics of family, school, and community environments may alter or even reverse expected negative outcomes and enable children to manifest resilience despite risk. These "protective factors" can be grouped into three major categories: (1) caring and supportive relationships; (2) positive and high expectations; and (3) opportunities for meaningful participation. First, the presence of at least one caring person provides support for healthy development and learning, and a caring relationship with a teacher gives youth the motivation for wanting to succeed. Second, research has indicated that schools that establish high expectations for all youth and give them the support necessary to achieve those expectations have high rates of academic success and lower rates of problem behaviors than other schools. Third, practices that provide youth with opportunities for meaningful involvement and responsibility in the school foster all the traits of resilience. These practices include asking questions that encourage critical thinking, making learning hands-on, and using participatory evaluation strategies. Contains 12 references. (BC)

ED 386 331 PS 023 670

Rothenberg, Dianne

Supporting Girls in Early Adolescence. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-PS-95-10

Pub Date—Sep 95

Note—3p.

Pub Type— Information Analyses - ERIC IAP's (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Cultural Differences, *Early Adolescents, *Females, Parent Child Relationship, Physical Development, Self Concept, *Self Esteem, *Sex Differences, Sex Stereotypes, Teacher Student Relationship

Identifiers—Adolescent Attitudes, ERIC Digests

Results of national studies suggest that for girls, the middle grades can be a time of significant decline in self-esteem and academic achievement. Reasons for this decline are not clearly indicated by research, but it is likely that multiple factors are involved. One factor is the preferential treatment boys receive in the classroom. Out-of-school factors include girls' observations about the different status of men and women in society. A third factor relates to cultural differences in sex role socialization. Researchers have observed other consequences associated with a general loss of self-esteem in preadolescent girls. For example, compared to boys, adolescent girls experience greater stress, are twice as likely to be depressed, and are four times as likely to attempt suicide. Girls' depression has been found to be linked to negative feelings about their bodies and appearance. In order to support and encourage preadolescent girls, parents can: (1) begin early to nurture freedom from stereotyped expectations; (2) inquire regularly about their daughters' participation in school; (3) listen to their daughters' questions and complaints about peers, siblings, and adults; and (4) be aware that girls receive conflicting messages about their worth and place in our culture. Likewise, teachers can find ways to develop gender-fair curricula; encourage girls to enroll and participate in all academic courses; and deal directly with issues of gender. School administrators can develop and enforce policies against gender-related harassment and can ensure that school programs offer equal opportunities to boys and girls. (BC)

ED 387 273 PS 023 792

Rutherford, Barry; Billig, Shelley H.

Parent, Family, and Community Involvement in the Middle Grades. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-PS-95-11

Pub Date—Oct 95

Note—3p.

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Involvement, Curriculum, *Family School Relationship, Intermediate Grades, Junior High Schools, *Middle Schools, *Parent Participation, *Parent School Relationship, Parent Teacher Cooperation, Participative Decision Making, Professional Development, *School Community Relationship

Identifiers—ERIC Digests, Middle School Students

From a synthesis of findings culled from a study that examined partnerships of families and communities with middle schools at multiple sites, researchers derived eight "lessons" that can help foster understanding of the nature of family-school partnerships in the middle grades. Researchers also elaborated implications of these lessons, which are highlighted by examples from specific middle schools. The lessons are: (1) the stakes are high and immediate for everyone in the middle grades, and schools can create programs that respond to the unique needs of middle-grade students and their parents; (2) challenges can become opportunities for parent and family involvement, implying that schools can make available specific educational opportunities geared to the interests of middle-grade families; (3) relationships are the essence of middle-grade family and community involvement, implying that schools can encourage direct contact between middle-grade families and teachers; (4) responsibility and decision making are shared by many individuals, including the child, implying that schools need to include families, teachers, and students in decisions about curriculum and instruction; (5) sustained parent, family, and community involvement depend on active advocacy by leaders, implying that schools need to look for a whole array of community connections and to use creative approaches in defining leadership and solving problems; (6) a system of supports for teachers and school staff is critical to parent and family involvement, implying that schools can provide professional development on promising practices and family involvement programs; (7) families need connections to the curriculum, implying that families need to create an environment that values achievement; and (8) schools need connections to the community, implying that schools need to seek opportunities to invite the community to participate in school activities. (BC)

ED 389 471 PS 023 915

Svestka, Sherlie S.

Financing Preschool for All Children. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-PS-95-16

Pub Date—Dec 95

Note—3p.

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Education, Comparative Analysis, Cross Cultural Studies, Enrollment, *Federal Aid, *Financial Support, Foreign Countries, *Preschool Education, Private Sector, *Public Education

Identifiers—ERIC Digests, France, Italy, *Organisation for Economic Cooperation Development, United States

This digest compares the efforts of the United States and of other member countries of the Organization for Economic Co-operation and Development (OECD) to finance center- and facility-based preschool. In many OECD countries, public preschool is more widely available than in the United States. For example, in France, 100%, and in Italy, approximately 92%, of children age 3 through 5 attend preschool. In the United Kingdom and the Netherlands, all 5- and almost all 4-year-olds, and in Belgium, 95% of 3- to 5-year-olds, attend a public preschool program. Many public preschool programs in OECD countries and some programs in the United States are financed through multiple sources. There are two major differences in the ways this funding is provided. First, most U.S. publicly funded programs are targeted for poor and disabled children, while in other countries all children are included in public preschool. Second, in OECD countries, different funding sources finance different parts of a comprehensive program or target different ages entirely, whereas in U.S. publicly financed programs, most of which target individuals in the same population of poor children, there is greater fragmentation of services and conflicting eligibility requirements. In the United States, the private sector has traditionally been the major supplier of early childhood education and care. Recent research, however, has found that sites operated by public agencies, receiving public funding, or sponsored by employers provided higher quality pro-

BEST COPY AVAILABLE

grams than sites that were financed only by parent fees. (BC)

ED 389 473 PS 023 971

Aidman, Amy

Advertising in the Schools. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-PS-95-12

Pub Date—Dec 95

Note—3p.

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Advertising, Class Activities, Corporate Support, Educational Policy, Elementary Education, *Elementary School Students, Guidelines, Instructional Materials, *Marketing, Partnerships in Education, *School Business Relationship

Identifiers—*Advertisements, *Channel One, Consumers, ERIC Digests, Media Literacy

This digest reviews the recent history of advertising to children, spotlights controversial marketing efforts, and examines the nature of commercial messages directed toward children in public schools. Because of the increase in children's spending power in recent decades, advertisers have closely targeted children as consumers. Advertising strategies aimed at children include toy-related programs or program-length commercials, kids' clubs, store displays directed at children, direct mailing to children, and marketer-sponsored school activities. Advertising in schools takes many forms, one of the most controversial of which has been "Channel One," a 12-minute daily news show for students in grades 6 through 12 that includes 2 minutes of age-appropriate ads. Some educators defend the use of commercially produced materials as a way of providing useful supplements to the curriculum or of raising funds and building bridges to businesses. Other educators oppose it, fearing that market values may replace democratic values in schools, pointing to increased pressure on teachers' and administrators' time, and believing that students comprise a captive audience. One report that stresses students as a captive audience divides in-school commercialism into four categories: (1) in-school ads; (2) ads in classroom materials and programs; (3) corporate-sponsored educational materials and programs; and (4) corporate-sponsored contests and incentives programs. Professional organizations in education have supported the development of guidelines for using commercial messages in schools. Several consumer groups have formulated such guidelines, based on an approach that includes reviewing all sponsored materials, pursuing noncommercial partnerships with businesses, and teaching media literacy to elementary school students. However, in light of the controversial nature of the issue, public discussion and workable policies are needed. (BC)

ED 389 474 PS 023 972

Edwards, Carolyn Pope. Springate, Kay Wright

Encouraging Creativity in Early Childhood Classrooms. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-PS-95-14

Pub Date—Dec 95

Note—3p.

Pub Type— Guides - Classroom Use - Teaching Guides (052) — Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Art Materials, Class Activities, Classroom Environment, Classroom Techniques, Creative Activities, *Creative Development, *Creative Expression, *Creativity, Early Childhood Education, Teacher Student Relationship, *Young Children

Identifiers—ERIC Digests, Project Approach (Katz and Chard), Reggio Emilia Approach

This digest considers teacher- and child-initiated strategies for enhancing young children's self-expression and creativity. When teachers think about art and creative activities for children, it is important for them to consider that young children: (1) are developmentally capable of classroom experiences which call for (and practice) higher level thinking skills, including analysis, synthesis, and evaluation; (2) need to express ideas through different expressive avenues and symbolic media; (3) learn through meaningful activities in which different subject areas are integrated; and (4) benefit from in-depth exploration and long-term projects. Given what is known about young children's learning and their competence to express their visions of themselves, classrooms and classroom activities can be modified in several ways to support children's emerging creativity. First, class schedules should provide children with unhurried time to explore. Children should not be artificially rotated from one activity to another. Second, children's work spaces should inspire them. Children's work is fostered by a space that has natural light, harmonious colors, and comfortable work areas. Third, teachers can provide children with wonderful collections of resource materials that might be bought, found, or recycled. Fourth, the classroom atmosphere should reflect the adults' encouragement and acceptance of mistakes, risk-taking, innovation, and uniqueness, along with a certain amount of mess, noise, and freedom. In order to create such a climate, teachers must give themselves permission to try artistic activity. Finally, teachers can provide occasions for intense encounters between children and their inner or outer world. Children's best work involves such encounters. (BC)

ED 389 475 PS 023 973

Zill, Nicholas. And Others

School Readiness and Children's Developmental Status. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-PS-95-15

Pub Date—Dec 95

Note—3p.

Pub Type— Reports - Research/Technical (143) — Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attention, *Child Development, Child Health, Family Characteristics, High Risk Students, *Numeracy, Physical Activities, *Preschool Children, Preschool Education, *Psychomotor Skills, Racial Differences, *School Readiness, Sex Differences, Speech Skills

Identifiers—*Emergent Literacy, ERIC Digests

In order to provide data to help schools respond to the diversity in the backgrounds and educational needs of children entering school, a U.S. Department of Education study asked parents of 3- to 5-year-old children who had not yet started kindergarten about their children's accomplishments that indicated emerging literacy and numeracy skills and their children's difficulties in physical activity or attention. Results indicated that the percentage of children displaying signs of emerging literacy and small-motor skills increased with age. Developmental difficulties showed small changes across ages. More girls than boys demonstrated literacy and small-motor skills. This gender difference was small, however. Hispanic preschoolers showed fewer signs of emerging literacy, exhibited more difficulties with physical activity or attention, and were in less good general health than white or black children. The study identified five family risk factors: (1) mother has less than a high school education; (2) family is below the poverty line; (3) mother speaks a language other than English as her primary language; (4) mother was unmarried at the time of the child's birth; and (5) only one parent is present in the home. These risk factors, especially low maternal education and minority language status, were found to be associated with fewer accomplishments and more difficulties in children. Attending Head Start, prekindergarten, or other center-based preschool programs have beneficial effects on emerging literacy and numeracy in four-year-olds from both high- and low-risk family backgrounds. However, preschool attendance does not appear to ameliorate behavioral, speech, or health difficulties of preschoolers. (BC)

ED 393 607 PS 024 194

Griggs, Shirley. Dunn, Rita

Hispanic-American Students and Learning Style. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-PS-96-4

Pub Date—May 96

Note—3p.

Pub Type— Guides - Classroom Use - Teaching Guides (052) — Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Style, Counselors, Cultural Differences, *Cultural Traits, *Elementary School Students, Elementary School Teachers, Elementary Secondary Education, Family Environment, Field Dependence Independence, *Hispanic American Culture, *Hispanic Americans, Mexican Americans, Physical Environment, *Secondary School Students, Secondary School Teachers

Identifiers—Chicanos, ERIC Digests, *Hispanic American Students, Latinos

This digest identifies cultural values that may affect the learning processes of Hispanic-American students, reviews research on the learning styles of Hispanic-American students, and discusses the implications of this research for counseling and teaching Hispanic youth. One cultural value that is of paramount importance in most Hispanic cultures is family commitment. Other values and characteristics suggested by research are a greater inclination among Hispanic than Anglo adolescents to adopt their parents' religious beliefs and lifestyle; stereotyped sex roles; and more and earlier independence among Hispanic male adolescents than male adolescents of the general U.S. population. Several studies have compared students of various ethnic groups in terms of five categories of learning style. These studies suggest that: (1) cool temperatures and formal design are important for Mexican-American students (environmental learning style); (2) Mexican-Americans require a higher degree of structure than other groups (emotional learning style); (3) Mexican-American students prefer solitary learning less than Caucasian students (sociological learning style); (4) Latinos' strongest perceptual strength is kinesthetic (physiological learning style); and (5) Mexican-American students are more field dependent than are non-minority students (psychological learning style). There are several implications of this research for counseling and teaching Hispanic-American students. Schools can provide Spanish-speaking teachers and counselors. Group counseling with peers can be helpful for Hispanic adolescents with identity-related problems. Educators can address self-image problems of Hispanic-American students that may result from a rejection of their ethnicity by using interventions that celebrate cultural diversity. In general, counselors and teachers can be aware that Hispanic-Americans are a diverse group with differing customs and values. They should emphasize the learning style strengths of each individual and match instructional resources and methods to individual learning style preferences. (BC)

ED 393 608 PS 024 196

Katz, Lilian G. Chard, Sylvia C.

The Contribution of Documentation to the Quality of Early Childhood Education. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Educational Research

BEST COPY AVAILABLE

and Improvement (ED), Washington, DC.
Report No.—EDO-PS-96-2
Pub Date—Apr 96
Note—3p.
Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Classroom Techniques, Early Childhood Education, Parent Participation, *Portfolio Assessment, Preschool Children, *Student Projects, *Teacher Student Relationship
Identifiers—*Project Approach (Katz and Chard), Reggio Emilia Approach

Documentation, in the forms of observation of children and recordkeeping, has long been practiced in many early childhood programs, particularly in the preschools of Reggio Emilia, Italy. Documentation typically includes samples of children's work at several stages of completion; photographs showing work in progress; comments by teachers working with the children; transcriptions of children's discussions; and parents' comments. High-quality documentation of children's work contributes to the quality of early childhood programs in at least six ways. First, documentation enhances children's learning. The processes of preparing and displaying documentaries of children's efforts provides a kind of re-visiting of experience during which new understandings are clarified and strengthened. Second, careful and attractive documentary displays convey to children that their efforts are taken seriously. Third, documentation encourages continuous teacher planning and evaluation of work with children. When teachers and children plan together, activities are likely to be undertaken with greater interest and representational skill than when children plan alone or when teachers are unaware of challenges facing the children. Fourth, documentation fosters parent appreciation and participation. Through learning about the work in which their children are engaged, parents may contribute ideas for activities to teachers and their own time in the classroom. Fifth, teacher research and process awareness is fostered by documentation. As teachers examine and document children's work, their understanding of children's development is deepened in ways not likely to occur from inspecting test results. Sixth, children's learning is made visible through documentation, which provides information about children's progress that cannot be obtained from standardized tests. When children are engaged in absorbing and complex projects, documentation can make a contribution in these six ways. (BC)

ED 394 744 PS 024 310

Reese, Debbie

Teaching Young Children about Native Americans. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-96-3
Pub Date—May 96
Note—3p.
Pub Type— Guides - Classroom Use - Instructional Materials (051) — Information Analyses - ERIC IAP's (071) — ERIC Digests (073)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*American Indian Culture, American Indian History, *American Indians, Books, *Childrens Literature, Classroom Techniques, Cultural Awareness, Curriculum Development, Early Childhood Education, *Learning Strategies, Preschool Curriculum, Preschool Teachers, *Stereotypes, Tribes, Young Children
Identifiers—ERIC Digests, *Native Americans, Project Approach (Katz and Chard), Thanksgiving

Noting that the terms "Native American" and "American Indian" are both legitimately used to refer to the indigenous people of North America, this digest identifies stereotypes about Native Americans that children gain from media portrayals and classroom role playing, and suggests strategies for teachers to use to counter stereotyped portrayals and to reflect cultural diversity among Native Americans. Stereotypes are perpetuated by television, movies, and children's literature when these media depict Native Americans as uncivilized savages or as romanticized heroes. Many teaching materials and children's books present a generalized image of Native American people with little regard for differences among tribes. In their classrooms, teachers can use specific positive strategies to counter these stereotypes and generalized images. Suggested strategies are to: (1) provide knowledge about contemporary Native Americans; (2) prepare units about specific tribes; (3) use books that show contemporary children of all cultures engaged in their usual daily activities; (4) obtain posters that show Native American children in contemporary contexts; (5) use dolls with different skin colors in the dramatic play area; (6) cook ethnic foods; (7) be specific about which tribes use particular items when discussing cultural artifacts; (8) critique a Thanksgiving poster depicting stereotyped pilgrim and Indian figures; and (9) at Thanksgiving, shift the focus away from reenacting the "First Thanksgiving" to items children can be thankful for in their own lives. Besides engaging in these positive practices, teachers can avoid: using over-generalized books and lesson plans; using a "tourist curriculum" that teaches predominantly through celebrations and holidays; presenting sacred activities in trivial ways; and introducing the topic of Native Americans on Columbus Day or at Thanksgiving. (BC)

ED 395 713 PS 024 347

Brophy, Jere

Enhancing Students' Socialization: Key Elements. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Department of Education, Washington, DC.
Report No.—EDO-PS-96-6
Pub Date—May 96
Note—3p.
Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Behavior Change, Change Strategies, Classroom Environment, Classroom Techniques, *Counseling, Elementary Secondary Education, Interpersonal Competence, *Modeling (Psychology), Prosocial Behavior, Social Adjustment, *Socialization, Student Behavior, *Students, Teacher Characteristics, Teacher Expectations of Students, *Teacher Student Relationship, *Teachers
Identifiers—*Authority, Authority Figures, ERIC Digests

Coping with students who display social adjustment problems can be frustrating. However, teachers can take actions toward minimizing classroom conflicts by socializing students into a classroom environment conducive to learning. Modeling prosocial behavior is the most basic element for enhancing student socialization. In situations in which prosocial behavior is difficult for students to learn, modeling may have to be supplemented with instruction in social skills and coping strategies. Consistent projection of positive expectations, attributes, and social labels to students may also have a significant impact on fostering self-esteem and increasing motivation toward exhibiting prosocial behaviors. Teachers, as the authority figure in the classroom, need to be authoritative rather than authoritarian or laissez-faire. Teachers have the right and the responsibility to exert leadership and control, but they increase their chances of success if they are supportive of students and ensure that students understand the reasons behind their demands. Basic socialization and counseling skills may also be helpful when working with individual students who display chronic problems in adjustment. Useful counseling skills and approaches include teachers reassuring students of their continued concern despite provocative behavior; monitoring students closely and intervening nondisruptively if necessary; dealing with students' problems in sustained ways; avoiding power struggles; using active listening; insisting that students accept responsibility for their own behavior; and developing relationships with students' parents. Attributes of teachers that contribute to their success in socializing students include: (1) social attractiveness, based on cheerfulness and sincerity; (2) ego strength, exhibited in self-confidence; (3) realistic perceptions of self and students; (4) ability to be friendly but not overly familiar with students; (5) clarity about teacher roles; (6) patience and determination; (7) acceptance of the individual; and (8) the ability to state and act on firm but flexible limits. (BC)

ED 395 714 PS 024 348

Hinchliffe, Lisa Janicke

Helping Early Childhood Teacher Education Students Learn about the Internet. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Department of Education, Washington, DC.
Report No.—EDO-PS-96-5
Pub Date—May 96
Note—3p.
Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Early Childhood Education, *Education Majors, Electronic Mail, Information Services, Internet, *Learning Activities, Lesson Plans, *Teacher Education, Teacher Educators, *World Wide Web
Identifiers—ERIC Digests, Gopher, *Listserv Discussion Groups, Listservs

This digest provides examples of projects which can be used in the early childhood education (ECE) and child development classrooms to introduce students to Internet resources. The first section of the digest suggests guides that teacher educators can use to design Internet training sessions and to locate resources of interest to adults working with young children. The second section lists several electronic discussion groups (EDGs), or listservs, related to early childhood education and suggests five activities involving discussion groups that students can undertake. First, students need to learn about Internet etiquette. Second, they can monitor the interactions on a single EDG. Third, they can pose questions on specific topics to an EDG. Fourth, they can respond to a question posted to an EDG by a group member after adequately researching the topic. Finally, they can summarize the activity of an EDG by reading messages posted to the EDG's archive. The third section of the digest briefly describes the World Wide Web (WWW) and Gopher resources and outlines four student projects that involve using the WWW. Students can try the following activities: (1) create an information packet consisting of resources they have found on the WWW; (2) search for lesson plans using WWW search engines; (3) solve particular problems they have observed in early childhood settings by searching the ERIC database on the WWW and gathering other relevant resources on the WWW; and (4) be information providers by creating a website containing resources on a particular topic or representing a particular organization such as a local child care center. By integrating Internet use into early childhood teacher education programs through activities such as these, early childhood teacher educators enhance the educational experiences of their students and prepare them to be active participants in the early childhood community. (BC)

ED 396 860 PS 024 643

Robinson, Chester R. Fuller, James O.

How Can We Help Make Schools Safe for Children?

ACCESS ERIC, Rockville, MD.; ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research

BEST COPY AVAILABLE

and Improvement (ED), Washington, DC.
Report No.—ERIC-96-5022
Pub Date—96
Note—6p.
Pub Type— Guides - Non-Classroom Use (055) — Information Analyses - ERIC IAP's (071)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Aggression, Behavior Problems, Educational Environment, Elementary Schools, Elementary Secondary Education, High Schools, Parent Participation, Parent Student Relationship, Peer Relationship, Prevention, Safety, Safety Education, *School Safety, *Violence
Identifiers—*Child Safety

The primary cause of anxiety for many parents today is protecting their children from acts of violence at school. This brochure discusses what steps parents and school administrators can take to make schools safer. First, the brochure discusses what is being done to ensure children's safety in school, such as teaching prevention skills, providing alternatives to gangs, improving school design, and monitoring visitors carefully. The brochure also explains how parents can help their children practice safe behavior: not talking to strangers, observing the safety-in-numbers rule, and choosing friends carefully. Next, the brochure provides suggestions for how parents can help ensure safety in their children's schools, including visiting frequently, becoming members of the school's parent teacher organization, and being acquainted with their children's friends and their families. Finally, the brochure lists organizations parents can contact for additional information. A list of sources related to the brochure is included. (HTH)

ED 397 990 PS 024 509

Wallach, Lorraine B.

La Violencia y el Desarrollo de los Ninos (Violence and Young Children's Development). ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-96-7
Pub Date—Jun 96
Note—3p.; For English version, see ED 369 578.
Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*Child Development, Child Rearing, Childhood Attitudes, *Community Problems, Early Childhood Education, Elementary Education, *Elementary School Students, Family Environment, Interpersonal Competence, Parent Child Relationship, *Preschool Children, Victims of Crime, *Violence
Identifiers—*Child Safety, ERIC Digests, *Resilience (Personality)

This digest examines the developmental consequences for children who are the victims of or witnesses to family and community violence. A baby's ability to trust depends upon the family's ability to provide consistent caregiving, which is compromised when the infant's family lives in a community wracked by violence. When they reach toddlerhood, children need to practice skills such as jumping and climbing. However, children who live in violence-ridden communities are often confined to indoor quarters that hamper their activities. When they reach the preschool years, young children may not be able to venture outside the family because they are prevented from going out to play. During the school year, community and family violence takes a high toll on children's development. Children whose energies are drained through worry about violence have difficulty learning in school, and the cognitive functioning of children traumatized by violence can be compromised. Children who have been mistreated may have trouble getting along with others, and children whose only role models use physical force to solve problems may be unable to learn nonaggressive ways of social interaction. Children who live with violence may repress feelings, have difficulty seeing themselves in meaningful roles, feel helpless, and regress to an earlier stage of development. Children's ability to cope with violence is influenced by their temperament and by their parents' abilities to withstand the stresses of poverty and violence. School and day care staff can help children deal with the consequences of violence by offering them alternative perceptions of themselves and teaching them skills for getting along in the world. (BC)

ED 397 991 PS 024 510

Benard, Bonnie

El Fomento de la Elasticidad en los Ninos (Fostering Resilience in Children). ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-96-1
Pub Date—Jun 96
Note—3p.; For English version, see ED 386 327.
Pub Type— Information Analyses - ERIC IAP's (071) — Information Analyses (070) — ERIC Digests (073)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—*At Risk Persons, Child Development, Critical Thinking, *Educational Environment, Elementary Secondary Education, Grouping (Instructional Purposes), Interpersonal Competence, Personal Autonomy, *Personality Traits, Problem Solving, Student Evaluation, Student Motivation, *Student Participation, *Teacher Expectations of Students, *Teacher Student Relationship, Teaching Methods
Identifiers—Caring, ERIC Digests, *Resilience (Personality)

This digest summarizes studies that provide evidence that youth with multiple and severe risks in their lives can develop into confident and competent adults, and discusses the critical role schools can play in this process of development. Resilience is the term used to describe a set of qualities that foster a process of successful adaptation and transformation despite risk. An innate capacity for resilience helps children develop social competence, problem-solving skills, a critical consciousness, autonomy, and a sense of purpose. Research shows that certain characteristics of family, school, and community environments may alter or even reverse expected negative outcomes and enable children to manifest resilience despite risk. These "protective factors" can be grouped into three major categories: (1) caring and supportive relationships; (2) positive and high expectations; and (3) opportunities for meaningful participation. First, the presence of at least one caring person provides support for healthy development and learning, and a caring relationship with a teacher gives youth the motivation for wanting to succeed. Second, research has indicated that schools that establish high expectations for all youth and give them the support necessary to achieve those expectations have high rates of academic success and lower rates of problem behaviors than other schools. Third, practices that provide youth with opportunities for meaningful involvement and responsibility in the school foster all the traits of resilience. These practices include asking questions that encourage critical thinking, making learning hands-on, and using participatory evaluation strategies. Contains 12 references. (BC)

ED 397 993 PS 024 541

Espinosa, Linda M.

La Participacion de los Padres en los Programas Preescolares. (Hispanic Parent Involvement in Early Childhood Programs.) ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-95-13
Pub Date—Dec 95
Note—3p.; For English version, see ED 382 412.
Pub Type— Guides - Non-Classroom Use (055) — Information Analyses - ERIC IAP's (071) — ERIC Digests (073)
EDRS Price – MF01/PC01 Plus Postage.
Descriptors—Bilingualism, Cultural Awareness, *Cultural Differences, *Cultural Traits, *Early Childhood Education, Family Life, *Hispanic Americans, *Parent Participation, Parent School Relationship, Parents, Teacher Attitudes
Identifiers—ERIC Digests, *Program Characteristics

To determine effective strategies for involving Hispanic parents in their children's early childhood programs, educators need to develop a greater understanding of the features of the Hispanic culture that influence parents' childrearing practices and orientation toward formal education. Educators should be aware of Hispanics' diversity in terms of socioeconomic status, country of origin, and the nature and timing of their immigration. Except for Cuban-Americans, Hispanics can be characterized as having high rates of poverty and low levels of educational achievement. They are also an educationally vulnerable minority group, starting kindergarten somewhat behind their peers. Educators should note some differences in the way Hispanic and other American children are socialized. First, Hispanic culture tends to emphasize obedience and to value respect for adult authority. A directive style of communication between parent and child is most common, with little collaborative conversation. Second, throughout Hispanic culture there is a belief in the absolute authority of the school and teachers. Third, Hispanics, as a whole, have strong family ties and a collective orientation that supports community life. Addressing these differences, projects in early childhood programs and in schools that have successfully involved Hispanic parents recommend the following strategies: (1) a personal touch that includes personal meetings and home visits; (2) non-judgmental communication; (3) perseverance on the part of teachers in maintaining parents' involvement; (4) bilingual support; (5) administrative support; (6) staff development activities focused on Hispanic culture; and (7) community outreach efforts in which schools and programs serve as resource and referral agencies to support families. (BC)

RC

ED 388 485 RC 020 334

Knapp, Clifford E.

Just beyond the Classroom: Community Adventures for Interdisciplinary Learning.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-880785-15-3
Pub Date—96
Note—115p.
Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 ($12).
Pub Type— Books (010) — Information Analyses - ERIC IAP's (071) — Guides - Classroom Use - Teaching Guides (052)
EDRS Price – MF01/PC05 Plus Postage.
Descriptors—Active Learning, *Class Activities, *Community Study, Democratic Values, Educational Change, *Experiential Learning, Field Trips, *Interdisciplinary Approach, Intermediate Grades, Junior High Schools, Learning Activities, Learning Strategies, *Outdoor Education, Problem Solving, *Student Centered Curriculum
Identifiers—*Problem Based Learning

Outdoor education, a general term describing the use of resources outside the classroom, has long been considered a method to improve student learning. This book aims to create a bridge between current school reform efforts and the field of outdoor

BEST COPY AVAILABLE

education. Chapter 1 introduces the idea of outdoor education and relates several recent educational innovations to principles of outdoor education and experiential learning. These innovations include service learning, children's museums, constructivism, problem-based learning, technology-based authentic learning, concern for multiple intelligences, and interdisciplinary learning. Chapter 2 makes suggestions for planning outdoor learning, explains the role of the teacher in student-centered learning, and outlines a learning adventure model. Chapter 3 presents 12 outdoor adventures that move instruction into the community. Developed for grades 4-9, these adventures can be adapted to most ages or to nonschool situations or can be a model for teachers to develop their own thematic units. Each adventure contains an organizing problem, background, outcomes, activities, reflection questions, and performance assessments. Themes include observing people at the shopping center, community planning, local pollution problems, starting a democratic society, homesteading, seeing a city block, fast-food fact finding, scouting the school grounds, reading the cemetery "story," down the drain, nature in the city, and creating a nature trail. Appendices contain a brief history of outdoor education and experiential learning, an environmental inventory, bibliographies of related materials, guidelines for creating student-centered learning communities, related organizations, and 15 ways to study a place without a guide. Contains 44 references. (SV)

ED 388 489 RC 020 348

Chavkin, Nancy Feyl; Gonzalez, Dora Lara

Forging Partnerships between Mexican American Parents and the Schools. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-RC-95-8

Pub Date—Oct 95

Note—4p.

Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (free).

Pub Type— Information Analyses - ERIC IAPs (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, *Family Involvement, Family Programs, *Intercultural Communication, Intergenerational Programs, *Mexican American Education, Mexican Americans, *Outreach Programs, Parent Education, *Parent Participation, *Parent School Relationship, Partnerships in Education

Identifiers—Barriers to Participation, ERIC Digests, *Hispanic American Students, Parent Empowerment

This digest examines barriers to parent participation in the education of Mexican American students, and successful programs and strategies for overcoming those barriers. Research has found family participation in education to be twice as predictive of academic achievement as family socioeconomic status. Mexican American parents care about their children's education but may not be involved in it because they believe the roles of home and school are sharply delineated and they respect the teacher's role. Other barriers to parent participation include a negative view of the school system, past negative experiences with education, and language barriers. Schools can open the doors to more parental involvement through culturally sensitive outreach efforts such as bilingual communication between school and home, home visits, informal parent-organized meetings at a neutral community site, and, in general, a personal approach. Examples of successful family programs and activities include an intergenerational literacy program, informal education on family functioning and child development, after-school and summer classes, parenting training, advocacy training, mother-daughter career programs, and empowerment programs. Partnerships between families and schools involve continuous two-way communication and shared responsibility for educational outcomes. The attitudes and practices of teachers and principals made a difference in the amount of parental involvement and in the achievement of students. Training can help faculty and family members take on the new roles needed for effective partnerships. (SV)

ED 388 490 RC 020 349

Ortiz, Flora Ida

Mexican American Women: Schooling, Work, and Family. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-RC-95-9

Pub Date—Oct 95

Note—4p.

Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (free).

Pub Type— Information Analyses - ERIC IAPs (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Attainment, Elementary Secondary Education, Employed Women, *Employment, *Females, Higher Education, *Mexican American Education, *Mexican Americans, Mothers, Role Conflict, *Sex Role, Socioeconomic Status, Womens Education

Identifiers—Chicanas, ERIC Digests

This digest examines the interdependence of schooling, work, and family in the lives of Mexican American women. Mexican Americans have lower educational achievement than other Hispanic subgroups and the total U.S. population, although females do somewhat better than males. Hispanic students are overrepresented in classes for special education, English as a Second Language, and bilingual education, and underrepresented in gifted classes. However, Hispanic students' representation in such classes and the nature of their school experiences in general have been shown to be influenced by the relative proportions of ethnic groups in the school, by Hispanics' relative socioeconomic status (SES), and by Hispanic representation on school board and faculty. Since most Mexican American women live in low-SES communities, their school experiences are likely to be negative. Nevertheless, Chicanas have recently shown some improvement in rates of higher education enrollment and completion. In 1993, about half of Mexican American females were in the labor force, located primarily in low-paying jobs with poor or inadequate working conditions and little job security. Mexican American culture does not value women's success in the labor market; working-class women are more likely than professionals to accept such cultural values. Many Chicanas describe high levels of ambivalence and stress over conflicts between motherhood and employment, and inadequate income and cycles of unemployment add to psychological distress. (SV)

ED 388 491 RC 020 350

Menchaca, Velma D.; Ruiz-Escalante, Jose A.

Instructional Strategies for Migrant Students. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-RC-95-10

Pub Date—Oct 95

Note—4p.

Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (free).

Pub Type— Information Analyses - ERIC IAPs (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cooperative Learning, Culturally Relevant Education, *Educational Environment, *Educational Strategies, Elementary Secondary Education, *Learning Strategies, Metacognition, *Migrant Education, Self Concept

Identifiers—ERIC Digests

Children of migrant farmworkers spend parts of each school year in different communities across the country; some children migrate back and forth between schools in Mexico and the United States. The hardships and rich experiences of this lifestyle provide educators with unique challenges and, at the same time, opportunities to learn and develop new strategies. This digest offers research-based guidance to teachers, to help them use effective instructional strategies that build on the strengths migrant children bring to the classroom. The strategies are: (1) create a positive supportive environment that fosters a sense of safety and trust; (2) build on migrant students' strengths, experiences, and knowledge; (3) enhance self-concept and self-esteem through activities and assignments that allow for real success or that develop coping skills; (4) personalize lessons with students' life experiences; (5) integrate culturally relevant content that encourages positive ethnic affiliation; (6) use cooperative learning, which lowers anxiety levels and increases students' motivation and feelings of empowerment; and (7) develop students' metacognitive learning strategies to help them become independent learners. Contains 20 references. (SV)

ED 388 492 RC 020 351

St. Germaine, Richard

Drop-Out Rates among American Indian and Alaska Native Students: Beyond Cultural Discontinuity. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-RC-96-1

Pub Date—Nov 95

Note—4p.

Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (free).

Pub Type— Information Analyses - ERIC IAPs (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Alaska Natives, *American Indian Education, American Indians, Cultural Differences, *Culturally Relevant Education, *Culture Conflict, *Educational Strategies, Elementary Secondary Education, *Potential Dropouts, *School Community Relationship

Identifiers—*Discontinuity, ERIC Digests

American Indian and Alaska Native (AI/AN) students regularly face obstacles during the transition to high school and have the highest dropout rate of all U.S. racial and ethnic groups. Educational theorists and researchers have various explanations for this high failure rate, each with its own prescriptions. These explanations include: (1) deficit theory focused on presumed "deficits" of individuals and families; (2) organizational theories focused on structure and practices of schools and school systems; (3) critical theory, emphasizing powerful economic and political structures that create winners and losers; (4) sociolinguistics, examining miscommunication between students and teachers from different cultures; and (5) cultural difference theories that focus on teacher adaptations of curriculum and methods to student needs. The idea of cultural discontinuity between home (or community) and school contains elements of the latter two explanations, and suggests that minority group children may have to choose between school and home cultures. School failure may be actively pursued in order to preserve the student's culture of origin. Two case studies contrast the failure of Canadian Sioux students who transferred from a reservation school to a city high school, with the success of Alaska Native students in small village high schools. Addressing discontinuity via culturally relevant curriculum is only a partial solution. Other concerns for AI/AN students are large schools, uncaring or untrained faculty, passive teaching methods, inappropriate testing, student retention, tracking, lack of parental involvement, and high transfer rate between schools. (SV)

ED 390 630 RC 020 437

Spanish Language Briefs for Parents, 1995.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—95

Note—15p.; For earlier compilations in this series, see ED 359 007, ED 332 861, and ED

BEST COPY AVAILABLE

329 382.
Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (free).
Pub Type— Guides - Non-Classroom Use (055) — Information Analyses - ERIC IAP's (071) — Translations - Multilingual/Bilingual Materials (171)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Academic Persistence, *Child Development, Cognitive Development, *Communication Problems, *Educational Principles, Elementary Secondary Education, Instructional Effectiveness, Intercultural Communication, Mexican American Education, Parent Participation, Parent Role, Parent School Relationship, *Parent Student Relationship, *Parents as Teachers, Spanish Speaking
Identifiers—*School Councils
This packet contains six briefs developed specifically for Spanish-speaking parents of Mexican origin, and English translations of the briefs. In plain language, these briefs state what researchers and practitioners have learned about various ways parents can help their children do well in school. Titles of the briefs are (1) "Apoyando el desarrollo de sus hijos e hijas: Desarrollo de la creatividad y del pensamiento en el hogar" ("Supporting Your Child's Development: Creativity and Thinking at Home"); (2) "Recibimos la tarjeta de calificaciones: Estoy reprobado?" ("The Report Card Is In: Am I Failing?"); (3) "Obstaculos y oportunidades para nuestros hijos e hijas para que se graduen de secundaria/preparatoria" ("Barriers and Opportunities for Our Children To Complete School"); (4) "Una buena oportunidad: Participando como miembro en el concilio de la administracion escolar-local" ("A Wise Investment: Becoming a Member of a Site-Based Council"); (5) "Que debe hacer si los maestros y el director o la directora no hablan espanol?" ("What To Do if Your Child's Teacher and Principal Don't Speak Spanish"); and (6) "Que es la buena ensenanza?" ("What Is Good Teaching?"). (SV)

ED 391 624 RC 020 436
Richardson, Michelle; Simmons, Deborah
Recommended Competencies for Outdoor Educators. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-96-2
Pub Date—Jan 96
Note—4p.
Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (free).
Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Environment, Elementary Secondary Education, Environmental Education, *Experiential Learning, *Foundations of Education, Higher Education, *Knowledge Base for Teaching, *Outdoor Education, *Professional Development, *Teacher Competencies, Teaching Skills
Identifiers—*Environmental Awareness, ERIC Digests, Outdoor Leadership
This digest provides a framework for professional development of outdoor educators. Outdoor and environmental educators share similar principles of outdoor learning. Thus, the performance standards recently drafted by the North American Association for Environmental Education (NAAEE) can serve as a useful guide for outdoor education generally. NAAEE-recommended competencies fall into seven categories. First, knowledge and skills are needed in such areas as safety, group management, problem solving, technical equipment, environmental protection, and expedition planning. Second, teacher understanding of basic education foundations, current educational theories, and children's physical and intellectual development is as important for outdoor learning as in the classroom. Third, educators interested in conducting outdoor education experiences regularly would benefit from a grounding in the history and evolution of outdoor education and its methodology. Fourth, outdoor educators should have the knowledge and skills needed to awaken in students an environmental sensitivity or appreciation. Fifth, use of a variety of teaching methods to directly involve students in exploring the world around them fosters creativity and critical thinking. Sixth, capable outdoor educators create a safe place for learning that encourages exploration and discovery and provides an open and stimulating environment. Finally, outdoor teachers need skills in assessment practices. (SV)

ED 391 635 RC 020 467
Webb, Clark D. And Others
Local Schools of Thought: A Search for Purpose in Rural Education.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-880785-14-5
Pub Date—96
Note—85p.
Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325 ($12).
Pub Type— Books (010) — Information Analyses - ERIC IAP's (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Educational Change, Educational Philosophy, Elementary Secondary Education, *Intellectual Development, Learning, Relevance (Education), *Role of Education, *Rural Education, Student Development, *Teacher Role, Teacher Student Relationship
Identifiers—Meaningful Instruction, *Reflective Inquiry, Reflective Thinking, *World Views
The question that ought to be at the heart of the school reform debate is: Why do we have schools? An answer to this question will drive the sorts of "improvements" that schools attempt. This book proposes that schools exist to help young persons create meaning and discover their own being through development of the mind. The mind is the starting point for personal progress, and its development allows for success in all facets of life. Asserting the strong claim of the mind on the rural school curriculum disavows a popular notion about school purpose—that it ought to be economically centered. Focusing on human development also challenges the currently accepted "technocratic" approach to schooling, which relies on ready-made "one best" solutions devised by experts, manipulative methods, and mechanical techniques. In contrast, a "thoughtful" approach to education aims to create meaning by going beyond the transmission of information. Thoughtful learning involves consideration both for ideas and for other people. Students who engage in thoughtful learning acquire a disposition to be mindful—to weigh evidence, make connections among ideas, understand perspective, find alternatives, and judge value. Ultimately, thoughtful learning results from thoughtful settings brought about by thoughtful teachers and administrators. Although the prospects for widespread institutional change are slim, individual teachers and administrators have the potential to commit themselves to meaning and thoughtfulness and to transform their own school settings. An appendix contains an annotated bibliography of 12 resources on predicative teaching and learning. Contains 79 references. (SV)

ED 392 583 RC 020 471
Howley, Craig
Briefs for English-Speaking Parents, 1996.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—96
Note—8p.
Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— Information Analyses - ERIC IAP's (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adolescent Development, Child Development, *Child Welfare, Creative Thinking, Critical Thinking, Elementary Secondary Education, Imagination, Moral Development, *Moral Values, Parent Materials, Parent Role, *Play, Safety, Sexuality, *Teacher Expectations of Students, *Thinking Skills
Identifiers—Risk Taking
In plain language, these six ready-to-copy briefs state what researchers and practitioners have learned about various ways parents can help their children do well in school. "Calculating the Risks: When Should Parents Add or Subtract?" discusses the normal risks of life, the intensification of risk by poverty, and how parents can keep children safe and help them to exercise good judgment. "The Hoopla about Thinking and Creativity" defines creative and critical thinking and discusses ways that parents can encourage both. "The Courage Required of Adolescents" examines the main tasks of adolescent development. "Practical Morals for Parents and Teens in the Age of AIDS" discusses responsible sexual behavior and moral values. "Playing for Keeps: Imagination and Young Children" explains the importance of play both for child development and for learning to use the power of imagination into adulthood. "What Did You Expect?" examines potential positive and negative outcomes of teacher expectations of students. (SV)

ED 393 631 RC 020 526
Flores, Judith LeBlanc, Ed.
Children of La Frontera: Binational Efforts To Serve Mexican Migrant and Immigrant Students.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-880785-12-9
Pub Date—96
Note—361p.; Foreword by Eugene E. Garcia. For selected individual chapters, see RC 020 527-544. Chapters 2 and 7 were previously published as ERIC Digests; see ED 376 997 and ED 380 267.
Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325 ($18).
Pub Type— Books (010) — Information Analyses - ERIC IAP's (071)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors—*Bilingual Education, *Educational Practices, Elementary Secondary Education, Federal Programs, Immigrants, Inservice Teacher Education, Institutional Cooperation, International Cooperation, *International Educational Exchange, *International Programs, *Mexican American Education, Mexican Americans, Mexicans, Migrant Children, *Migrant Education, Migrant Programs, Migrant Workers, Spanish Speaking, State Programs
Identifiers—*Mexico United States Border
This book includes 20 chapters that provide background on the historical and current context of U.S.-Mexico relations and education in Mexico, examine existing binational educational and health programs, and describe effective practices for teaching Mexican migrant and immigrant students and working with families from Mexico. Following a foreword by Eugene E. Garcia, chapters are: (1) "Introduction" (Judith LeBlanc Flores, Patricia Cahape Hammer); (2) "Migrant Farmworkers and Their Children: What Recent Labor Department Data Show" (Philip L. Martin); (3) "Education in Mexico: Historical and Contemporary Educational Systems" (Victoria Andrade de Herrara); (4) "The Newest 'Outsiders': Educating Mexican Migrant and Immigrant Youth" (Harriett D. Romo); (5) "Stories and Poems by Migrant Writers" (Silvia Kelly, Robert Lynch, compilers); (6) "Mexico's Role in U.S. Education: A Well-Kept Secret" (Robert Miller); (7) "Reauthorized Migrant Education Program: Old Themes and New" (Al Wright); (8) "Migrant Education Binational Program" (David P. Dolson, Gildardo Villasenor); (9) "Genesis of the Migrant Binational Program" (Arlene R. Dorn); (10) "Teachers for Mexican Migrant and Immigrant Students: Meeting an Urgent Need" (Norma Varisco de Garcia, Eugene E. Garcia); (11) "Exploring Binational Educational Issues: A Report from the Border Colloquy Project" (Betty Mace-Matluck, Martha Boethel); (12) "Binational

BEST COPY AVAILABLE

Health Care for Migrants: The Health Data Exchange Pilot Project and the Binational Health Data Transfer System" (Hector Eduardo Velasco Mondragon, Johnson Martin, Henry Stevenson-Perez); (13) "Bilingual, Bicultural, and Binational Cooperative Learning Communities for Students and Teachers" (Margarita Calderon); (14) "Programming for Success among Hispanic Migrant Students" (Mary V. Montavon, Jeri Kinser); (15) "Latino Voices in Children's Literature: Instructional Approaches for Developing Cultural Understanding in the Classroom" (John M. Kibler); (16) "Incorporating Mexican American History and Culture into the Social Studies Classroom" (Kathy Escamilla); (17) "Teaching Mathematics for Understanding to Bilingual Students" (Walter G. Secada, Yolanda De La Cruz); (18) "Voices of Latina Migrant Mothers in Rural Pennsylvania" (Stephanie L. Bressler); (19) "Involving Migrant Families in Their Children's Education: Challenges and Opportunities for Schools" (Nancy Feyl Chavkin); and (20) "Involving Hispanic Parents in Improving Educational Opportunities for Their Children" (Alicia Salinas Sosa). Contains references in each chapter and author profiles. (SV)

ED 395 745 RC 020 615

Hammer, Patricia Cahape, Comp.

Rural Education Directory: Organizations and Resources, 1996.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—96

Note—57p.

Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325 ($12).

Pub Type— Reference Materials - Directories/Catalogs (132) — Information Analyses - ERIC IAP's (071)

EDRS Price – MF01/PC03 Plus Postage.

Descriptors—Clearinghouses, Elementary Secondary Education, Federal Programs, Higher Education, Hotlines (Public), *Information Sources, National Organizations, *Organizations (Groups), *Periodicals, Public Agencies, *Rural Education, *Services, State Departments of Education, State Programs

This directory provides information on organizations and resources related to rural education. The first section lists 62 national and multistate organizations, including agencies, associations, centers, clearinghouses, and federal programs. Each entry includes address, contact person, telephone number, and a brief profile of organizational activities and services. This section also includes information on federal hotlines and information services. The second section lists 22 journals and periodicals that address rural education or rural studies in general. Each listing includes address, contact person, subscription cost, and information on the focus of articles. The last section lists 151 state and territorial organizations, including associations, education agencies, data centers, and other organizations with rural resources. Entries are listed by state and include address, contact person, telephone number, and a brief profile of organizational activities and services. Includes an index. (LP)

SE

ED 389 534 SE 057 177

Owens, Douglas T., Ed. And Others

Proceedings of the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, Ohio, October 21-24, 1995). Volumes 1 and 2: Plenary Lectures, Discussion Groups, Research Papers, Oral Reports, and Poster Presentations.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; International Group for the Psychology of Mathematics Education, North American Chapter.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Oct 95

Note—821p.; For individual research papers, see SE 057 178-270. For the 1994 proceedings, see ED 383 533-534.

Available from—ERIC/CSMEE, 1929 Kenny Road, Columbus, OH 43210-1080.

Pub Type— Collected Works - Conf. Proceedings (021) — Reports - Research/Technical (143) — Information Analyses - ERIC IAP's (071)

EDRS Price – MF05/PC33 Plus Postage.

Descriptors—Algebra, Constructivism (Learning), Cultural Differences, *Educational Change, Elementary Secondary Education, Epistemology, Functions (Mathematics), Geometry, Higher Education, Language Role, Learning Modalities, *Mathematics Education, Problem Solving, Rational Numbers, Research Methodology, Student Evaluation, *Teacher Education, *Technology, Visualization, Whole Numbers

In this conference proceedings the overarching theme of research on teaching and learning mathematics in diverse settings and the subthemes of diversity, constructivism and algebra are achieved in the plenary papers. The plenary papers and authors include "Constructivist, Emergent, and Sociocultural Perspectives in the Context of Developmental Research" (Paul Cobb & Erna Yackel); "Fairness in Dealing: Diversity, Psychology, and Mathematics Education" (Suzanne K. Damarin); and "A Research Base Supporting Long Term Algebra Reform?" (James J. Kaput). Included in these Proceedings are 84 research reports, two discussion groups, 40 oral reports and 43 poster presentation entries. The one-page synopses of discussion groups, oral reports and poster presentations are organized by topic along with the research reports. Papers are grouped under the following subject headings: advanced mathematical thinking, algebraic thinking, assessment, cognitive modalities, curriculum reform, epistemology, functions and graphs, geometric thinking, language and mathematics, probability and statistics, problem solving, rational number concepts, research methods, social and cultural factors, student beliefs and attitudes, teacher beliefs and attitudes, teacher change, teacher conceptions of mathematics, teacher education, teacher understanding of student understanding, technology, visualization, and whole numbers. An alphabetical list of addresses of authors is included in the appendix in Volume 2 with page numbers of their report or synopsis. For the first time the electronic mail address is included in this address list. (MKR)

ED 390 649 SE 056 977

Otto, Paul B., Ed.

Science Education in the Rural United States. Implications for the Twenty-First Century. A Yearbook of the Association for the Education of Teachers in Science.

Association for the Education of Teachers in Science.; ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—95

Note—152p.

Available from—University of South Dakota, 218-D Delzell Education Center, 414 E. Clark Street, Vermillion, SD 57069.

Pub Type— Books (010) — Information Analyses - ERIC IAP's (071)

EDRS Price – MF01/PC07 Plus Postage.

Descriptors—American Indians, *Distance Education, Educational Change, Elementary Secondary Education, Integrated Curriculum, Minority Groups, *Multicultural Education, *Rural Schools, Science and Society, *Science Education, Technology

This yearbook of the Association for the Education of Teachers in Science (AETS) is designed to give a perspective on rural science education. It is presented in a sequence which leads from the definition and philosophy of rural science education, to the status of rural science education, research implications, the integration of science within the science disciplines, integration with mathematics and technology, Science-Technology-Society (STS), distance learning, political implications, Native Americans, and other cultures in rural science education. Chapters include: (1) "What is Rural Education?" (Horn, Jerry); (2) "Status of Science Education in Rural Schools" (Baird, Bill); (3) "Teaching and Learning Science in the Rural Setting" (Matthew, Kathleen); (4) "Rationale for an Integrated Approach to Teaching Science in the Rural School" (Prather, J. Preston); (5) "Blending Science, Mathematics, and Technology in the Rural Classroom" (Ostler, Elliot; and Grandgenett, Neal); (6) "STS in Rural Education" (Wright, Emmett); (7) "Rural Science Education: Water and Waste Issues" (Blunck, Susan; Crandall, Bill; Dunkel, Janet; Jeffryes, Curt; Varrella, Gary; and Yager, Robert); (8) "Distance Learning for Rural Schools: Distance Learning Defined" (Finson, Kevin; and Dickson, Michael); (9) "Political Ramifications for Rural Science Education in the Twenty-first Century" (Nachtigal, Paul); (10) "Science Education for Rural Native Americans" (Otto, Paul; Evans, Wayne; and Champagne, Liana); and (11) "Serving the Needs of Minority Students in Rural Settings" (Wilson, H. C.; and James, Robert). (JRH)

ED 390 655 SE 057 052

Sutman, Francis X. Guzman, Ana

Improving Learning in Science and Basic Skills among Diverse Student Populations.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—95

Note—75p.

Pub Type— Information Analyses - ERIC IAP's (071)

EDRS Price – MF01/PC03 Plus Postage.

Descriptors—Educational Change, Educational Resources, Elementary Secondary Education, *Hands on Science, Knowledge Base for Teaching, *Language, *Limited English Speaking, Mathematics, *Minority Groups, Multicultural Education, Science Experiments, Science Instruction, Science Process Skills, *Teacher Education

Identifiers—*Diversity (Student), Reform Efforts

This monograph is a rich resource of information designed to strengthen science and basic skills teaching, and improve learning for limited English proficient (LEP) minority student populations. It proposes the use of hands-on science investigations as the driving force for mathematics and English language development. The materials included in this book are based upon the understanding that science and the English language can be effectively learned together, and that teachers of LEP students need not place excessive emphasis upon the first language; although the availability of teachers and aides who have knowledge of LEP students' first language can enhance instruction through its judicious use. Chapters include: (1) "Science and Language Instructional Goals for Limited English Proficient (LEP) Minorities"; (2) "Grades N-6: Science and Language Instruction for LEP Students: The Integrated Activity Learning Sequence (IALS)"; (3) "The Nature of Science Driven Instruction for LEP Students"; and (4) "Supporting Reform in Science Driven Instruction for Diverse Student Populations". Two appendices include resources for science teachers, educators, policymakers and others for improving science instruction for LEP students and an integrated activity learning sequence in science for grades 9-12. Contains 54 references. (JRH)

ED 395 770 SE 058 162

Kumar, David

Computers and Assessment in Science Education. ERIC Digest.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—Office of Educational Research

BEST COPY AVAILABLE

and Improvement (ED), Washington, DC.
Report No.—EDO-SE-96-3
Pub Date—Mar 96
Note—4p.
Available from—ERIC/CSMEE, 1929 Kenny Road, Columbus, OH 43210-1080.
Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Computer Simulation, *Computer Uses in Education, Elementary Secondary Education, *Science Instruction, *Student Evaluation
Identifiers—*Alternative Assessment, ERIC Digests
This digest discusses types of computer applications used in science assessment; underlying assumptions that guide their roles in assessment; and issues which relate to validity, gender equity, instructional delivery, mode of user interface, and responsibility to the public. Assessment applications for computers can be broadly classified into two categories: traditional and contemporary. Considering the need for aligning testing with education reform efforts underway, the focus of researchers should be the contemporary rather than traditional approaches to computer-based assessment. Among contemporary computer applications, simulations appear to hold promises for large-scale assessment. Several examples of simulations are given. Contains 17 references. (MKR)

SO

ED 387 431 SO 025 457
Pereira, Carolyn
Linking Law-Related Education to Reducing Violence by and against Youth. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-95-5
Pub Date—Sep 95
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47408.
Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Citizenship Education, Civics, *Conflict, *Conflict Resolution, Crime, Decision Making, Delinquency, Elementary Secondary Education, Interpersonal Communication, *Juvenile Justice, *Law Related Education, Problem Solving, Social Control, Social Studies, *Violence, *Youth Problems
Identifiers—ERIC Digests
This digest addresses the topic of increasing violence among and against youth in society. The opening section "What Personal Qualities Are Associated with Reduction of Violence," identifies: (1) problem-solving and reasoning skills; (2) social capacities; and (3) a productive sense of purpose, independence, and power. The section "What Can Teachers and Parents Do to Foster Non-Violent Conflict Resolution?" suggests the following actions: (1) Expect children to achieve high standards; (2) Provide meaningful opportunities for participation; (3) Recognize positive accomplishments; and (4) Provide positive role models for children. Also discussed is how law-related education can address the problems of violence by and against youth. Contains 13 references. (EH)

ED 388 534 SO 024 996
Leming, Robert S., Ed. Downey, James, Ed.
Resources for Law-Related Education: Documents and Journal Articles in ERIC, 1994.
American Bar Association Chicago, IL. National Law-Related Education Resource Center.; ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—95
Note—75p.; Funding also received from the American Bar Association's Fund for Justice and Education.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, Indiana University, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408-2698 ($8.50 plus $1.50 shipping and handling).
Pub Type— Information Analyses - ERIC IAP's (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Annotated Bibliographies, *Citizenship Education, Curriculum Enrichment, Elementary Secondary Education, *Law Related Education, Social Studies
Identifiers—American Bar Association, ERIC
A guide to the vast array of available resources for law-related education (LRE), this annotated bibliography is intended to assist any one concerned with the civic education of youth, especially teachers and other members of the K-12 educational community. It offers information about the law, innovative teaching methods, and guides to national LRE programs. Part 1 presents an annotated bibliography of 43 LRE teaching materials, resource guides, and research documents in Resources in Education. Part 2 provides an annotated bibliography of 50 journal articles in Current Index to Journals in Education. Part 3 has two ERIC digests on LRE. The first is "Mediation in the Schools" by David Keller Trevaskis. The second digest is Robert S. Leming's "Teaching about Landmark Dissents in United States Supreme Court Cases." Part 4 contains the American Bar Association's "Essentials of Law-Related Education: A Guide for Practitioners and Policymakers." Also included are appendices that provide contact information for a network of LRE programs being conducted at both national and state levels and instruction on submitting LRE documents to the ERIC system. (LH)

ED 388 606 SO 025 688
Miller, Steven L., Ed.
European Unification: A Conceptual Guide for Educators.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; Ohio State Univ., Columbus. Mershon Center.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-941339-22-X
Pub Date—95
Note—153p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, Indiana University, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408-2698.
Pub Type— Information Analyses - ERIC IAP's (071) — Guides - Non-Classroom Use (055)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Area Studies, Developed Nations, Developing Nations, *Economic Change, *Economic Development, *Economics, *European History, Higher Education, *International Relations, *International Trade, Modern History, Modernization, Western Civilization, World Affairs
Identifiers—European Community, European Unification
This book is intended to provide educators with the means to observe and teach about the unification process in Europe. The book contains a collection of essays about different aspects of unification. The Preface, by Dagmar Kraemer and Manfred Stassen, presents a brief historic overview of the development of the European Union. Chapter 1 is the "History of European Integration" (Wayne C. Thompson). Chapter 2 provides "Historical Perspectives on European Unification" (Michael D. Gordon). Chapter 3 presents "The European Union: Geographic Perspectives on Unification" (Howell C. Lloyd). Chapter 4 describes "The Political Institutions of the European Union" (Richard Gunther). Chapter 5 details "Economic Evolution of the European Union" (Moore McDowell). Chapter 6 depicts "European Political Transformation and the Future of Europe" (Leon Hurwitz). Chapter 7 provides "The Single European Market and Its Effect on the World" (George M. Vredeveld). Chapter 8 presents "Documents in ERIC on European Unification" (Vickie J. Schlene). Chapter 9 provides "Journal Articles in ERIC on European Unification" (Vickie J. Schlene). Appendices include a "European Unification Glossary"; "World Wide Web Sites of Information on European Unification"; and information about the contributors. (EH)

ED 389 630 SO 023 986
Brooks, Elizabeth
Database of Teaching Materials on Japan: An Annotated Guide.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; National Clearinghouse for United States-Japan Studies, Bloomington, IN.
Spons Agency—Japan Foundation, Tokyo. Center for Global Partnership.; Office of Educational Research and Improvement (ED), Washington, DC.; United States-Japan Foundation.
Pub Date—94
Note—37p.
Available from—Social Studies Development Center, Indiana University, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408-2698.
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC IAP's (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Area Studies, *Asian Studies, *Cross Cultural Studies, Cultural Activities, *Cultural Awareness, *Cultural Education, Elementary Secondary Education, Foreign Countries, Foreign Culture, Global Education, Interdisciplinary Approach, Languages, *Multicultural Education, Non Western Civilization, Social Studies
Identifiers—*Japan
This booklet is a selective guide to a larger computer-searchable database of teaching materials on Japan. The materials in the guide consist mainly of lesson plans, teaching guides, resource guides, and units on Japan. Each part contains bibliographic information on resources for teaching about Japan at specific grade levels or subject areas. "Elementary School Materials" include: (1) "The Arts"; (2) "Artifacts"; (3) "Multicultural/Global"; (4) "Multimedia Units"; and (5) "Varied Topics and General Overviews." "Secondary School Materials" contains: (1) "The Arts/Religion"; (2) "Artifacts"; (3) "Economy/Government"; (4) "Geography"; (5) "Multicultural/Global"; (6) "Multimedia Units"; (7) "Varied Topics and General Overviews"; and (8) "War." "Elementary to Secondary Materials" includes: (1) "The Arts/Religion"; (2) "Artifacts"; (3) "Multicultural"; (4) "Multimedia Units"; (5) "Varied Topics and General Overviews"; and (6) "War." The appendix contains information on further resources. (EH)

ED 390 720 SO 025 114
Garman, Brian
Civic Education through Service Learning. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-95-4
Pub Date—Jul 95
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47408-2698.
Pub Type— Information Analyses - ERIC IAP's (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Citizen Participation, *Citizenship Education, *Citizenship Responsibility, *Civics, Community Cooperation, Family School Relationship, Law Related Education, *Partnerships in Education, Public Service, *School

BEST COPY AVAILABLE

Community Relationship, Secondary Education, Social Studies

Identifiers—ERIC Digests, *Service Learning

This digest addresses the decline in the willingness of U.S. youth to participate in service to the community or nation and suggests service learning as a possible remedy for the decline. There are long-term benefits of service learning: (1) helping to build community support for education; (2) facilitating a closer bond between school, community, and home; and (3) endowing students with a sense of civic efficacy and the sense that they can have a positive impact on civic affairs. Suggestions on how to structure an effective service learning program are provided. Contains eight references. (EH)

ED 390 779 SO 025 722

Leming, Robert S.

Essentials of Law-Related Education. ERIC Digest.

Adjunct ERIC Clearinghouse for Law-Related Education, Bloomington, IN.; American Bar Association Chicago, IL. National Law-Related Education Resource Center.; ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No—EDO-SO-95-6

Pub Date—Oct 95

Note—4p.

Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47408-2698.

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Citizenship Education, Higher Education, *Law Related Education, Social Studies

Identifiers—*American Bar Association, ERIC Digests

Defining law-related education (LRE) as "education to equip nonlawyers with knowledge and skills pertaining to the law, the legal process, and the legal system, and the fundamental principles and values on which these are based, this Digest outlines four essential elements of LRE. These are: (1) subject matter and concepts; (2) instructional strategies and contexts; (3) skills; and (4) attitudes, beliefs, and values. Together, they provide K-12 students with active learning experiences that enhance their ability to explore rights and responsibilities under the law, confront and resolve disputes, and discuss and analyze public issues. The digest contains a five-item bibliography. (LH)

ED 390 780 SO 025 723

Brooks, Elizabeth

Guide to Teaching Materials on Japan. Revised Edition of the 1994 Database of Teaching Materials on Japan.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; National Clearinghouse for United States-Japan Studies, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—95

Note—71p.

Available from—Social Studies/Social Science Education, Social Studies Development Center, Indiana University, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408-2698.

Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC IAP's (071)

EDRS Price – MF01/PC03 Plus Postage.

Descriptors—Annotated Bibliographies, Area Studies, *Asian Studies, *Cross Cultural Studies, Cultural Activities, *Cultural Awareness, *Cultural Education, Elementary Secondary Education, Foreign Countries, Foreign Culture, Global Education, Interdisciplinary Approach, Japanese, Languages, Multicultural Education, Non Western Civilization, Social Studies

Identifiers—*Japan

This booklet is the printed version of an on-line database of teaching materials on Japan. The book is divided into four parts. Each part contains bibliographic information on resources for teaching about Japan at specific grade levels or subject areas. Part 1, "Elementary School Materials," includes: (1) "Art Education"; (2) "Geography"; (3) "Global Education"; (4) "Japanese Language"; (5) "Language Arts"; and (6) "Social Studies." Part 2, "Secondary School Materials," contains: (1) "Art Education"; (2) "Economics"; (3) "Geography"; (4) "Global Education"; (5) "Japanese Language"; (6) "Language Arts"; (7) "Social Studies"; and (8) "World History." Part 3, "K-12 School Materials," includes: (1) "Art Education"; (2) "Economics"; (3) "Geography"; (4) "Global Education"; (5) "Japanese Language"; (6) "Language Arts"; (7) "Social Studies"; and (8) "World History." Part 4, "Appendix," contains an order form for ERIC Documents. (EH)

ED 390 781 SO 025 728

Patrick, John J.

Civic Education for Constitutional Democracy: An International Perspective. ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No—EDO-SO-95-8

Pub Date—Dec 95

Note—4p.

Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47408-2698.

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Citizenship Education, Foreign Countries, Higher Education, International Education, Social Studies

Identifiers—ERIC Digests, Europe (East)

Many totalitarian communist states throughout the world have broken up during the 1990's, and citizens in those countries, from Central and South American to Central and Eastern Europe, are working to build constitutional democracies out of the rubble. Part of creating these new governments is devising new school curricula to include civic education—which addresses civic knowledge, civic skills, and civic virtues—and to teach young citizens the theory and practice of constitutional democracy. The objectives of civic education are: (1) to teach basic ideas thoroughly so that students can discern between an authentic constitutional democracy and a bogus one; (2) to develop intellectual participatory skills so students can, as citizens, think and act on behalf of their rights and the common good; and (3) to nurture civic virtues such as self-discipline, civility, compassion, tolerance, and respect. Effective democratic teachers must develop lessons and activities for students that emphasize and combine these three elements of civic education in a classroom environment that promotes the theory and practice of constitutional democracy and liberty. The democratic teacher must challenge students to take responsibility for achieving educational objectives; foster academic freedom by encouraging and protecting free and open expression of ideas; establish and apply rules fairly; and create a respectful atmosphere. The digest includes a 17-item bibliography. (LP)

ED 392 658 SO 025 351

Barrett, Terry, Ed. Clark, Gilbert, Ed.

Lessons for Teaching Art Criticism.

Adjunct ERIC Clearinghouse for Art Education, Bloomington, IN.; ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Getty Center for Education in the Arts, Los Angeles, CA.; Office of Educational Research and Improvement (ED), Washington, DC.

Report No—ISBN-0-941339-21-1

Pub Date—95

Note—128p.

Available from—Social Studies Development Center, Indiana University, 2805 East 10th Street, Suite 120, Bloomington, IN 47405.

Pub Type— Guides - Classroom Use - Teaching Guides (052) — Information Analyses - ERIC IAP's (071)

EDRS Price – MF01/PC06 Plus Postage.

Descriptors—*Art Criticism, *Art Education, Critical Viewing, Discipline Based Art Education, Elementary Secondary Education, Visual Arts

This collection of lessons is meant to be a practical guide to help teachers engage children in art criticism. The lessons generally follow a similar format. Most suggest an age group but may be modified for use with younger or older students. Several authors suggest variations and extensions for lessons that include studio activities. A broad range of topics is embraced including popular art, the built and natural environment, multicultural concerns, and formalist and political contemporary museum art. Most of the lessons stress contemporary artifacts. Lessons include: (1) "Creating a Climate for Talking about Art" (Sandra Kay Mims); (2) "A Potpourri of Questions for Criticizing Realistic Paintings" (Karen A. Hamblen); (3) "Constructing Meaning: A Gaming Strategy" (Richard A. Ciganko); (4) "Investigating Criteria for Judgments" (Sally Hagaman; Polly Wolfe); (5) "Collaborative Art Criticism: Not Mine, Not His, Not Hers-But Our Critique!" (Herb Perr); (6) "Criticizing Modern Paintings" (George Geahigan; Verna Yoder); (7) "Interpreting Snake Bird: A Critical Strategy" (Tom Anderson); (8) "Criticizing Advertising: Women, Ads, and Art" (Elizabeth Garber; Roy Pearson); (9) "Criticizing Television: Aesthetic and Cultural Approaches to TV Images" (Rogena M. Degge; Carolyn A. Cochrane); (10) "Experiencing Environments: Criticizing Architecture" (Linda F. Ettinger); (11) "A Place-Based Framework for Criticizing Art" (Doug Blandy; Elizabeth Hoffman); (12) "Baskets: Containers of Culture" (Lorrie Blair); (13) "Interpreting Hmong Storycloths" (Kristin G. Congdon); (14) "Interpreting Paintings Metaphorically: Edward Hopper's House by the Railroad" (Hermine Feinstein); (15) "Interpreting Your World Through Romare Bearden's Windows" (William F. Harris); (16) "Understanding Graffiti Art: Keith Haring's Subway Drawings" (Sydney Walker; Jennifer Cross); (17) "Understanding Conceptual Art: Christo's Wrappings" (Carole W. Arnold; Robert L. Arnold); (18) "Maximizing Minimalism: Connecting with the Art of Anne Truitt" (Renee Sandell; Stacy Bell; Monica McHugh; Charles Wehr); (19) "Criticizing Criticism: Competing Judgments of Leon Golub's Paintings" (Sun-Young Lee); (20) "The Critic as Empathetic Other" (Cynthia Taylor); and (21) "Amy's Critt" (Amy Snider). The anthology concludes with a selection of "Related Resources in the ERIC Database." (MM)

ED 393 781 SO 026 228

Siler, Carl R.

Oral History in the Teaching of U.S. History. ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No—EDO-SO-96-2

Pub Date—Mar 96

Note—4p.

Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47408.

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Cultural Education, Family History, Folk Culture, Inquiry, *Interviews, *Local History, Modern History, *Oral History, *Oral Tradition, *Primary Sources, Secondary Educa-

tion. *Social History, Surveys, United States History
Identifiers—ERIC Digests
This digest addresses the uses of oral history projects in the secondary U.S. history classroom. The document advocates that oral history is a stimulating classroom process designed to increase student involvement in a United States history class and improve student understanding of a relatively recent historical period. Oral history also involves students directly in a method of historical inquiry, which includes the organization and presentation of data acquired directly from another person. Suggestions are given for topic selection, interviewing techniques, and timeline development. (EH)

ED 393 786 SO 026 294

Hume, Susan E.

Using Literature To Teach Geography in High Schools. ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-96-1
Pub Date—Feb 96
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47408.
Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Area Studies, Geographic Concepts, *Geographic Location, *Geography, *Geography Instruction, High Schools, *Literature, Social Studies, *Whole Language Approach
Identifiers—ERIC Digests
This digest discusses various ways in which literature can be incorporated with world geography to make better connections across the curriculum. Reasons to use a literature-based approach to teach geography include: (1) there is a natural link between geography and literature; (2) the study of literature improves comprehension of geography; and (3) a literature-based approach to geography improves reading comprehension. Suggestions are given for choosing appropriate pieces of literature with a model presented for using John Steinbeck's "The Grapes of Wrath." (EH)

ED 393 787 SO 026 295

Manifold, Marjorie Cohee

Art Education in the Social Studies. ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-95-7
Pub Date—Nov 95
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47408.
Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Active Learning, *Aesthetics, Art, Art Activities, Art Appreciation, *Art Criticism, *Art Education, *Art History, *Discipline Based Art Education, Elementary Secondary Education, Humanities, Integrated Activities, Integrated Curriculum, *Social Studies, Thematic Approach
Identifiers—ERIC Digests
This digest discusses the symbiotic relationship between art and social studies and suggests ways to integrate the two in the curriculum. The document advocates the study of art in context as a way to help students better understand the historical past by the values reflected in artwork, as well as recognize the power and potential of art for shaping contemporary attitudes and values. Discipline-based art education is compared with social studies concerns and parallels are drawn with art history, art criticism, art production, and aesthetics. Suggestions are given for integrating art and social studies, striving for balance that does not reduce one to the subservience of the other. Thematic, integrated, and multi-disciplinary instructional designs can cluster learning, make connections among activities, discover relationships among things, and encourage mastery of subject matter. (EH)

ED 393 790 SO 026 299

Hume, Susan E.

Teaching about Africa. ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-96-3
Pub Date—Apr 96
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47408.
Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*African Culture, *African History, *African Studies, Cross Cultural Studies, Foreign Countries, Foreign Culture, Middle Eastern Studies, *Multicultural Education, Non Western Civilization, Secondary Education, Social Studies
Identifiers—*Africa, ERIC Digests
This digest offers practical suggestions for inclusion of teaching about Africa in the curriculum. The document highlights four suggestions that teachers must: (1) confront myths and stereotypes about Africa; (2) avoid faulty generalizations; (3) present a balanced view of the countries on the continent; and (4) limit the scope of study due to Africa's enormous size and diversity. Integration of African topics into the curriculum is advocated with specific examples given for social studies, language arts, French language classes, art, and music. Five types of resources for teaching about Africa are identified: (1) Internet resources; (2) bibliographies; (3) museums; (4) Peace Corps; and (5) teachers' travel experiences. (EH)

ED 394 895 SO 026 494

Leming, Robert S., Ed. Healy, Langdon T., Ed.

Resources on Law-Related Education: Documents and Journal Articles in ERIC, 1995. Yearbook No. 2.

American Bar Association Chicago, IL. National Law-Related Education Resource Center.; ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—96
Note—89p.; For previous edition, see ED 388 534.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, Indiana University, 2805 East Tenth St., Suite 120, Bloomington, IN 47408-2698 ($5 each plus $1 shipping and handling. Volume discounts available).
Pub Type— Information Analyses - ERIC IAP's (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Annotated Bibliographies, *Citizenship Education, Curriculum Enrichment, Elementary Secondary Education, *Law Related Education, Social Studies
Identifiers—ERIC
A guide to the vast array of ERIC available resources for law-related education (LRE), this annotated bibliography is intended to assist anyone concerned with the civic education of U.S. youth, especially teachers and other members of the K-12 educational community. It offers information about the law, innovative teaching methods, and guides to national LRE programs. Part 1 presents an annotated bibliography of 102 LRE teaching materials, resource guides, and research documents in Resources in Education. Part 2 provides an annotated bibliography of 39 journal articles in Current Index to Journals in Education. Part 3 has two ERIC Digests on LRE. The first is "Linking Law-Related Education to Reducing Violence By and Against Youth" by Carolyn Pereira. The second Digest is "Essentials of Law-Related Education," adapted by Robert S. Leming. Also included are 4 appendices that provide contact information for a network of LRE programs being conducted at both national and state levels, tips for searching the ERIC database for LRE materials, sample ERIC document and journal article resumes and instructions for submitting LRE documents to the ERIC system. (LH)

ED 396 986 SO 026 548

Remy, Richard C., Ed. Strzemieczny, Jacek, Ed.

Building Civic Education for Democracy in Poland.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; National Council for the Social Studies, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.; Ohio State Univ., Columbus. Mershon Center.
Report No.—ISBN-0-87986-069-3
Pub Date—96
Note—268p.
Available from—National Council for the Social Studies, 3501 Newark Street, N.W., Washington, DC 20016.
Pub Type— Books (010) — Collected Works - General (020) — Information Analyses - ERIC IAP's (071)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—*Citizenship, *Citizenship Education, Civics, Comparative Education, *Democracy, Foreign Countries, Global Education, Higher Education, Law Related Education, Multicultural Education, Political Attitudes, Political Science
Identifiers—*Poland
This book provides a reflective analysis of the effort since 1991 of a group of Polish and U.S. educators to develop civic education programs for schools and teachers in Poland. The book contains 13 chapters and three appendices. Chapters include: (1) "Principles of Democracy for the Education of Citizens in Former Communist Countries of Central and Eastern Europe" (John J. Patrick); (2) "Essential Economics for Civic Education in Former Communist Countries of Central and Eastern Europe" (Steven L. Miller); (3) "Poland After the Democratic Revolution: Challenges for Civic Education" (Marta Zahorska-Bugaj); (4) "Education for Democratic Citizenship in Poland: Activities and Assumptions" (Richard C. Remy; Jacek Strzemieczny); (5) "The Curriculum Seminar: A Strategy for Developing Instructional Materials" (Richard C. Remy); (6) "Establishing Polish Centers for Civic and Economic Education" (Phillip J. VanFossen; Jacek Kowalski; Richard C. Remy); (7) "A Teacher Education Course: 'The School in Democratic Society'" (Barbara Malak-Minkiewicz); (8) "The Role of Cross-Cultural Experience in Developing a Teacher Education Course" (Gregory E. Hamot); (9) "Support for Democracy and a Market Economy Among Polish Students, Teachers, and Parents" (Kazimierz M. Slomczynski; Goldie Shabad); (10) "Reflections on the Education for Democratic Citizenship in Poland Project: An American's Perspective" (Sandra Stotsky); (11) "Polish and American Collaboration Through EDCP: Accomplishments from the Polish Perspective" (Jacek Strzemieczny); (12) "Toward Constitutional Democracy in Central and Eastern Europe" (A. E. Dick Howard); and (13) "The Future of Democracy" (Charles F. Bahmueller). Appendixes include a list of EDCP (Education for Democratic Citizenship in Poland) Publications, a list of documents related to EDCP, and an overview of the education system in Poland. Contains a list of ERIC resources and information on contributors. (HE)

BEST COPY AVAILABLE

ED 387 456 SP 036 226

Girard, Kathryn L.

Preparing Teachers for Conflict Resolution in the Schools. ERIC Digest.

ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SP-94-4

Pub Date—Sep 95

Note—4p.

Available from—ERIC Clearinghouse on Teaching and Teacher Education, One Dupont Circle, N.W., Suite 610, Washington, DC 20036-1186.

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Conflict Resolution, Demonstration Programs, Educational Needs, Elementary Secondary Education, Higher Education, *Inservice Teacher Education, Instructional Materials, *Preservice Teacher Education, Training Methods

Identifiers—ERIC Digests

Conflict resolution refers generally to strategies that enable students to handle conflicts peacefully and cooperatively outside the traditional disciplinary procedures. This digest discusses several approaches, both inservice and preservice, to preparing teachers to play a role in conflict resolution within schools and identifies problematic issues related to this preparation such as principal's leadership, targeted follow-up support to teachers, the fit (or lack of it) between program demands and resources, and the need for systemic, school-wide change versus individual classroom change. Although educators primarily learn about conflict resolution on their own or through staff development programs, this paper encourages substantial training. The inclusion of conflict resolution curriculums within preservice and graduate education programs has found its way into schools and departments of education in a variety of ways. For example, the National Association for Mediation in Education (NAME) and the National Institute for Dispute Resolution (NIDR) initiated the Conflict Resolution in Teacher Education Project in 1993. That project brought 11 colleges and universities together in a pilot program with experts in prejudice reduction, conflict resolution, multiculturalism, and teacher education. Two resources for additional information are listed. (Contains 20 references.) (LL)

ED 387 483 SP 036 281

Summerfield, Liane M.

National Standards for School Health Education. ERIC Digest.

ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SP-94-5

Pub Date—Oct 95

Note—4p.

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavioral Objectives, *Comprehensive School Health Education, Curriculum Design, *Educational Practices, *Educational Principles, Elementary Secondary Education, Health Education, Health Promotion, Preservice Teacher Education, Teacher Education

Identifiers—Centers for Disease Control GA, ERIC Digests, *National Standards

The Centers for Disease Control and Prevention (CDC) find that most major health problems in the United States today are caused by six categories of behavior. Comprehensive school health education programs represent one effective way of providing students with the knowledge and skills to prevent health-impairing impairing behaviors. The purpose of this Digest is to assist schools in developing and evaluating comprehensive health education and to lay a framework for local school boards to use in determining the content of health curricula in their communities. This digest provides a discussion of: (1) research on the ability of health instruction to change children's health status; (2) broad standards that promote health literacy developed by the Joint Committee for National School Health Education Standards (1995), emphasizing the capacity of individuals to obtain, interpret, and understand basic health information and services and the competence to use such information and services in ways which enhance health; (3) health curriculum content; (4) teaching practices that develop health knowledge, attitudes, and skills; and (5) implications for teacher education. Sources of additional information on health curricula are included. (Contains 11 references.) (LL)

ED 389 699 SP 036 346

Abdal-Haqq, Ismat

Infusing Technology into Preservice Teacher Education. ERIC Digest.

ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SP-94-6

Pub Date—Nov 95

Note—4p.

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Literacy, *Computer Uses in Education, Educational Change, Educational Technology, Elementary Secondary Education, Faculty Development, Higher Education, *Knowledge Base for Teaching, *Preservice Teacher Education, *Schools of Education, *Teacher Education Curriculum, Teacher Educators, *Teaching Skills

Identifiers—ERIC Digests

This digest examines the relationship between elementary and secondary teachers' use of computer-based technologies to deliver and support classroom instruction and the training provided to prospective teachers by teacher education institutions. It offers an overview of obstacles faced by teacher educators in providing appropriate technology instruction and outlines approaches to addressing these obstacles. Teachers are under pressure to acquire skills in instructional technology, particularly computer-based technologies. Although the number of computers in K-12 classrooms has increased dramatically over the last decade, certain barriers prevent the majority of teachers from fully exploiting computer capabilities in the classroom. Among these barriers is lack of training. Improving preservice preparation will require changing current practices and programs to provide: (1) teacher educators who model appropriate instructional use of computers; (2) integration of technology across the preservice curriculum; and (3) exposure to and practice with newer, more sophisticated computer-based tools. Within the teacher education community, efforts to overcome obstacles found in schools, colleges, and departments of education appear to fall into two major categories: (1) capacity building; and (2) developing models and materials. Brief descriptions of examples from each category are given. (Contains 17 references.) (IAH)

ED 390 874 SP 036 465

McLean, Daniel D.

Use of Computer-based Technology in Health, Physical Education, Recreation, and Dance. ERIC Digest.

ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SP-94-7

Pub Date—Feb 96

Note—4p.

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Assisted Instruction, Computer Networks, *Computer Software, Computer Uses in Education, *Dance Education, *Educational Technology, Elementary Secondary Education, Faculty Development, Futures (of Society), *Health Education, Higher Education, *Internet, *Physical Education, Recreation, Teacher Education

Identifiers—ERIC Digests, *World Wide Web

While the overall effect of the impact of technology on health, physical education, recreation, and dance education (HPERD) in the areas of research, classroom, teaching, and distance education is not yet fully assessable, the presence of technology in so many different aspects of the profession makes it important to more clearly recognize and appreciate its current and potential role. This digest, organized into two sections, focuses on computer-based technology as it relates to HPERD in the areas of teaching and distance education. The first section, "Classroom Utilization of Technology," discusses specialized software, multimedia and CD/ROM, computer-assisted instruction (CAI), Internet/World Wide Web, local area networks (LANs), and computers and satellites. The second section, "Next Steps for Incorporating Technology in Instruction" recommends that HPERD professionals perform an inventory of training, hardware, and software available within their own organizations; find a "techno-buddy" within the organization; and welcome students' willingness to demonstrate what they know about and what they can do with technology. Nine selected World Wide Web URLs (addresses) are included. (LL)

ED 390 875 SP 036 466

Lewis, Mark S.

Supply and Demand of Teachers of Color. ERIC Digest.

ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SP-94-8

Pub Date—Feb 96

Note—4p.

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Higher Education, *Minority Group Children, *Minority Group Teachers, Public Education, Public School Teachers, *Racial Composition, Statistical Inference, Teacher Education Programs, *Teacher Recruitment, *Teacher Shortage, *Teacher Supply and Demand

Identifiers—ERIC Digests, *People of Color

This digest focuses on the data that show significant disparities between the number of teachers of color and the number of students of color and examines how well schools, colleges, and departments of education are doing in supplying teachers of color for U.S. classrooms. The document is organized into three sections. The first section discusses whether there is an increasing demand for teachers of color, and indicates the need becomes evident when one looks at how student enrollment patterns in public elementary and secondary schools have altered the makeup of the classroom. Section two addresses reasons for the decreasing supply of teachers of color including the effects of competency testing and increased opportunities in other professional fields. Although more teachers of color are completing education degrees than in previous times, the numbers are not keeping pace with the demographic changes in K-12 enrollments. The final section asks what can be done and outlines four C's of recruitment: (1) concern for the various aspects of the issue and a readiness to tackle them; (2) commitment by key leadership to the recruitment program; (3) collaboration among all those concerned; and (4) creativity in developing a program. (Contains 16 references.) (LL)

ED 395 924 SP 036 762

Taylor, Howard Eugene

Practical Suggestions for Teaching Global Education. ERIC Digest.

ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.

Spons Agency—Office of Educational Research

BEST COPY AVAILABLE

and Improvement (ED), Washington, DC.
Report No.—EDO-SP-95-1
Pub Date—Jun 96
Note—4p.
Pub Type— Information Analyses - ERIC IAP's (071) — Guides - Classroom Use - Teaching Guides (052) — ERIC Digests (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classroom Techniques, Community Resources, *Cooperative Learning, *Educational Resources, Educational Strategies, Elementary Secondary Education, *Global Education, Internet, *Learning Activities, Resource Materials, *Teaching Methods, World Wide Web
Identifiers—ERIC Digests

This Digest draws on current practices in global education to provide teachers with practical suggestions regarding instructional and technological resources as well as the use of cooperative learning approaches. Readily accessible instructional resources for teaching global education include: (1) local communities, e.g., volunteer organizations, businesses, and churches; (2) cross-cultural experiences of teachers and colleagues; (3) students with cross-cultural experiences; (4) field trips to local sites that demonstrate community and regional global historic connections; and (5) sites available on the Internet (some are suggested). Through cooperative learning activities, teachers meet the needs of diverse students and prepare all students for successful global cooperation and competition. Suggestions to consider when using cooperative learning strategies include: leading discussions on the need to work in heterogeneous groups; providing students with team-building activities; maximizing heterogeneity; grading students individually; having students complete peer reviews of cooperative effort; and providing achievement targets and times in the assignment directions. (LL)

ED 397 060 SP 036 856
Feiman-Nemser, Sharon
Teacher Mentoring: A Critical Review. ERIC Digest.
ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-95-2
Pub Date—Jul 96
Note—4p.
Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Beginning Teachers, *Educational Practices, Elementary Secondary Education, Inservice Teacher Education, *Mentors, *Policy Formation, *Preservice Teacher Education, Professional Development Schools, *Research Needs, Teacher Persistence
Identifiers—ERIC Digests, Preservice Teachers, Protege Mentor Relationship, *Reform Efforts

This digest examines the spread of mentoring in the United States, obstacles to realizing the potential of mentoring as a vehicle of reform, needed research, and selected issues of policy and practice. While the education community understands that mentors have a positive effect on teacher retention, the question of what mentors should do, what they actually do, and what novices learn as a result of mentoring remains open. For example, the culture of teaching encourages autonomy and noninterference; therefore, mentor teachers have little experience with the core activities of mentoring, such as observing and discussing teaching with colleagues. If novices are to learn the ways of thinking and acting associated with new kinds of teaching, they must be placed with mentors who are already reformers in their schools or classrooms and develop collaborative contexts. To inform mentoring policy and practice, comprehensive, empirical research is needed, including studies of mentoring and its effects on teaching and teacher retention, how mentors learn to work with novices in productive ways, what structures and resources facilitate that work, and how mentoring fits into broader frameworks of professional development and accountability. (Contains nine references.) (LL)

ED 398 216 SP 036 858
Abdal-Haqq, Ismat
Locating Resources on Professional Development Schools. ERIC Digest.
ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-95-3
Pub Date—Jul 96
Note—4p.
Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Resources, Elementary Secondary Education, Higher Education, *Information Centers, *Information Retrieval, Internet, *Professional Development Schools, Search Strategies, World Wide Web
Identifiers—*ERIC, ERIC Digests, *Fugitive Literature, Listservs

Since professional development schools (PDSs) emerged in the mid-1980s as a promising approach to improving teacher education and P-12 schooling, information about these institutions has become more abundant and more accessible. Four primary sources of PDS information are discussed in this digest: the ERIC database, electronic resources, fugitive literature, and information centers. The discussion of ERIC resources suggests productive database search strategies. In an overview of electronic resources, contact information is given for several PDS-related listserves and world wide web sites. The digest offers guidelines for tapping fugitive literature and identifies seven organizations and projects that collect, generate, or disseminate information about professional development schools. (IAH)

TM

ED 398 236 TM 024 736
Kehoe, Jerard
Writing Multiple-Choice Test Items. ERIC/AE Digest.
ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-95-3
Pub Date—Oct 95
Note—4p.; Adapted from "Testing Memo 4: Constructing Multiple-Choice Tests—Part I," Office of Measurement and Research Services, Virginia Polytechnic Institute and State University, Blacksburg, VA 24060.
Available from—ERIC Clearinghouse on Assessment and Evaluation, The Catholic University of America, Department of Education, O'Boyle Hall, Washington, DC 20064 (free).
Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Culture Fair Tests, *Distractors (Tests), Educational Assessment, Item Bias, Measurement Techniques, *Multiple Choice Tests, Scoring, *Statistical Analysis, Stereotypes, *Test Construction, Test Items, Test Theory
Identifiers—ERIC Digests, *Item Writing

This digest describes some basics of the construction of multiple-choice tests. As a rule, the test maker should strive for test item stems (introductory questions or incomplete statements at the beginning of each item that are followed by the options) that are clear and parsimonious, answers that are unequivocal and chosen by the students who do best on the test, and distractors that are plausible competitors for the item as evidenced by the frequency with which they are chosen. It is very important that items be developed over time in light of the evidence that can be obtained from the statistical output of a measurement services office and from expert editorial review. Planning the general test outline is followed by writing item stems that identify the point to be tested and state the question in clear terms that do not lead to stereotyped answers. Negatives in the stem and irrelevant clues should be avoided. Writing the answer options calls for the same attention to clarity. Some specifics for option design and placement are provided. (Contains 4 references.) (SLD)

ED 398 237 TM 024 737
Kehoe, Jerard
Basic Item Analysis for Multiple-Choice Tests. ERIC/AE Digest.
ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-95-11
Pub Date—Oct 95
Note—4p.; Adapted from "Testing Memo 5: Constructing Multiple-Choice Tests—Part II," Office of Measurement and Research Services, Virginia Polytechnic Institute and State University, Blacksburg, VA 24060.
Available from—ERIC Clearinghouse on Assessment and Evaluation, The Catholic University of America, Department of Education, O'Boyle Hall, Washington, DC 20064 (free).
Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Item Analysis, Item Banks, Measurement Techniques, *Multiple Choice Tests, *Psychometrics, *Scoring, *Test Construction, Test Items
Identifiers—ERIC Digests, Item Discrimination (Tests), Item Writing

This digest presents a list of recommendations for writing multiple-choice test items, based on psychometrics statistics are typically provided by a measurement, or test scoring, service, where tests are machine-scored or by testing software packages. Test makers can capitalize on the fact that "bad" items can be differentiated from "good" items psychometrically. Tests can be improved by maintaining a pool of "good" items from which future tests can be drawn. Once test items are identified as being appropriately written, the extent to which they discriminate among students must be determined. The degree to which they do discriminate is the basic measure of item quality for almost all multiple-choice items. Statistics usually provided by a test scoring service provide the information needed overlapping distracters. (Contains 8 references.) (SLD) Specific suggestions are given for readjusting recorded items to develop an item pool with specific content areas that can be used to construct homogeneous tests for a unified content area. (Contains 4 references.) (SLD)

ED 398 238 TM 024 738
Frary, Robert B.
More Multiple-Choice Item Writing Do's and Don'ts. ERIC/AE Digest.
ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-95-4
Pub Date—Oct 95
Note—4p.; Adapted from "Testing Memo 10: Some Multiple-choice Item Writing Do's and Don'ts," Office of Measurement and Research Services, Virginia Polytechnic Institute and State University, Blacksburg, VA 24060.
Available from—ERIC Clearinghouse on Assessment and Evaluation, The Catholic University of America, Department of Education, O'Boyle Hall, Washington, DC 20064 (free).
Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Culture Fair Tests, *Distractors (Tests), Educational Assessment, Item Bias, Measurement Techniques, *Multiple Choice Tests, *Psychometrics, Scoring, *Statistical

Analysis, Stereotypes, *Test Construction, Test Items, Test Theory

Identifiers—ERIC Digests, *Item Writing

This digest presents a list of recommendations for writing multiple-choice test items, based on psychometrics and logical deduction. Questions should ask more than mere knowledge of facts and should not contain superfluous information as an introduction to the question. Each question should focus on some specific aspect of the course, and the item stem should not provide clues to the answer. Varying the number of options is desirable, as is avoiding negative options after a negative stem. While "all of the above" options should be avoided, "none of the above" options may make an item more discriminating. Superfluous information, specific determiners, and wording from the item stem should not be included in options. Test makers should avoid: (1) typographical errors; (2) grammatical inconsistency; and (3) overlapping distractors. (Contains eight references.) (SLD)

ED 398 239 TM 024 739

Cross, Lawrence H.

Grading Students. ERIC/AE Digest.

ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-TM-95-5

Pub Date—Oct 95

Note—4p.; Adapted from "Testing Memo 6: What Kinds of Grades Should Be Averaged" and "Testing Memo 11: Absolute versus Relative Grading Standards: What Does a Percentage Mean," Office of Measurement and Research Services, Virginia Polytechnic Institute and State University, Blacksburg, VA 24060.

Available from—ERIC Clearinghouse on Assessment and Evaluation, The Catholic University of America, Department of Education, O'Boyle Hall, Washington, DC 20064 (free).

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Elementary Secondary Education, *Grades (Scholastic), *Grading, Scores, *Scoring, *Student Evaluation

Identifiers—Composite Scores, *Standardized Scores, T Values, Variability, *Z Scores

Third Digest addresses several aspects of assigning grades, beginning with a discussion of the variability of test scores, and reviewing the use of standardized scores, ideas on assigning letter grades, and recommendations for grading. An important characteristic of grades as initially recorded, the variability of the scores of each test or assignment, is seldom questioned. The best approach to dealing with variability is to record and average standardized test scores. To calculate standardized scores, it is necessary to know the standard deviation of the scores prior to standardization. Deriving the standard score, commonly called a z-score, is explained, as is transforming z-scores into T-scores for convenient calculation. If T-scores are computed for every test, averaging them will provide a composite score from which the influence of the variability of the scores has been eliminated. The distribution of T-scores should be inspected in assigning letter grades, but the assignment across a range of average scores is essentially an arbitrary matter of professional judgement. Some specific recommendations are made for passing scores and grading. (Contains 5 references.) (SLD)

ED 398 240 TM 024 740

Scriven, Michael

Student Ratings Offer Useful Input to Teacher Evaluations. ERIC/AE Digest.

ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-TM-95-8

Pub Date—Oct 95

Note—4p.; Condensed from "Using Student Ratings in Teacher Evaluation."

Available from—ERIC Clearinghouse on Assessment and Evaluation, The Catholic University of America, Department of Education, O'Boyle Hall, Washington, DC 20064 (free).

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Faculty, *College Students, Data Collection, *Decision Making, Higher Education, *Instructional Improvement, *Student Evaluation of Teacher Performance, *Teacher Effectiveness, *Validity

Identifiers—ERIC Digests

Student ratings of instruction are widely used as a basis for personnel decisions and faculty development recommendations. This digest discusses concerns about the validity of student ratings and presents a case for their use in teacher evaluation. There are several strong arguments for using student ratings to evaluate teachers. Students are in a unique position to rate their own increased knowledge and comprehension, and they are able to rate aspects of instructor competence and attitude. Nine possible lines of argument for the validity of student ratings are summarized, but it is noted that student ratings become invalid if the rating form used is not appropriate for the data collection required. Several points in form design are described, and errors to be avoided are noted. Student ratings must be considered carefully in the context in which they are given, and they cannot be the only source for teacher evaluation. (Contains 4 references.) (SLD)

ED 398 241 TM 024 741

Hambleton, Ronald Rodgers, Jane

Item Bias Review. ERIC/AE Digest.

ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-TM-95-9

Pub Date—Oct 95

Note—4p.; Based on "Developing an Item Bias Review Form" by R. K. Hambelton and H. J. Rogers, 1994. Available through the ERIC/AE Clearinghouse.

Available from—ERIC Clearinghouse on Assessment and Evaluation, The Catholic University of America, Department of Education, O'Boyle Hall, Washington, DC 20064 (free).

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cultural Differences, *Culture Fair Tests, Ethnicity, *Evaluation Methods, *Item Bias, Religious Cultural Groups, Sex Differences, *Stereotypes, Test Construction, Test Format, *Test Items

Identifiers—ERIC Digests, Item Bias Detection, *Subgroups

This digest introduces three issues to consider when evaluating test items for bias: fairness, bias, and stereotyping. In any bias investigation, the first step is to identify the subgroups of interest. Bias reviews and studies generally focus on differential performance for sex, ethnic, cultural, and religious groups. In preparing an item bias review form, it is necessary to examine fairness to these groups and statistically determined bias. Sample questions are given for determining the fairness if an item. There are different types of bias, and these should be considered in preparing a review form. Sample questions for examining bias include questions of content bias, language bias, and item structure and format bias. Stereotyping and inadequate or unfavorable representation of designated subgroups of interest are undesirable properties of tests to which judges must be sensitive. (Contains 10 references.) (SLD)

UD

ED 386 514 UD 030 580

Rivera-Batiz, Francisco L.

The Impact of Vocational Education on Racial and Ethnic Minorities. ERIC/CUE Digest, Number 108.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-UD-95-5; ISSN-0889-8049

Pub Date—Jul 95

Note—4p.

Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (Free).

Pub Type— Information Analyses - ERIC IAP's (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, Dropouts, *Employment Opportunities, *Ethnic Groups, High School Equivalency Programs, *High School Graduates, High Schools, Income, *Minority Groups, National Surveys, Outcomes of Education, Program Effectiveness, *Racial Differences, *Vocational Education, Wages

Identifiers—ERIC Digests, Job Training Partnership Act 1982, National Adult Literacy Survey (NCES), Workplace Literacy

This digest analyzes information from two recently completed national surveys to determine the extent to which various vocational education programs improve employment opportunities in the United States. The impact of a General Educational Development (GED) certificate on workers' wages is also analyzed. Data are from the 1992 National Adult Literacy Survey (NALS) and the 1991 Workplace Literacy Assessment Survey. NALS sampled 14,900 persons aged 16 and older, with oversampling of African Americans and Hispanic Americans. The Workplace Literacy survey profiled and assessed approximately 8,000 persons enrolled in Job Training Partnership Act programs. Graduates of high schools with a vocational focus generally earn substantially less than persons who attend high schools with a college preparatory or general academic focus. The lower earnings of these graduates have a disproportionate effect on the earning of minority populations, since minorities are overrepresented in vocational education. Survey results indicate that dropouts who obtain a GED generally have higher wages than dropouts who do not. (Contains 4 references.) (SLD)

ED 386 515 UD 030 581

Schwartz, Wendy

School Dropouts: New Information about an Old Problem. ERIC/CUE Digest, Number 109.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-UD-96-5; ISSN-0889-8049

Pub Date—Aug 95

Note—4p.

Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (Free).

Pub Type— Information Analyses - ERIC IAP's (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Definitions, *Disadvantaged Youth, Dropout Rate, Dropout Research, *Dropouts, Educational Trends, Expectation, High Risk Students, *High School Students, High Schools, National Surveys, *Student Attrition, Student Characteristics, Urban Schools, *Urban Youth, Wages

Identifiers—ERIC Digests

Researchers at the Policy Information Center of the Educational Testing Service (ETS) have analyzed information from the National Center for Education Statistics; data from state, city, and other sources; and results from recent surveys of high school students to present a summary of the current dropout situation. The 1995 ETS report, "Dreams Deferred: High School Dropouts in the United

States," which has a special focus on urban youth, is summarized in this digest. Although calculating an accurate dropout rate is nearly impossible because of differences in counting methods and definitions and student mobility, the dropout rate appears to be declining. In 1993 about 381,000 students left school without graduating. Nearly two-thirds dropped out before the 10th grade. The dropout rate in large cities remains high, although it too has decreased slightly in recent years. With respect to lifetime wages, the gap between dropouts and more educated adults is widening steadily. Student survey responses have indicated that dropouts tend to have many characteristics in common and that they express a variety of reasons for dropping out. Most dropouts surveyed recognized that they needed further education, and they expected to acquire it, although their expectations suggested that they did not believe they were sacrificing their futures by dropping out. (Contains 7 references.) (SLD)

ED 389 816 UD 030 735

Schwartz, Wendy

Opportunity To Learn Standards: Their Impact on Urban Students. ERIC/CUE Digest Number 110.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-UD-95-7; ISSN-0889-8049

Pub Date—Dec 95

Note—3p.

Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).

Pub Type— Information Analyses - ERIC IAP's (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Education, Ancillary School Services, Criteria, Curriculum, Disadvantaged Youth, Educational Change, *Educational Environment, Elementary Secondary Education, *Equal Education, *Evaluation Methods, Financial Support, Minority Groups, Resource Allocation, *Standards, Time Factors (Learning), *Urban Education

Identifiers—ERIC Digests, Hawkins Stafford Act 1988, *Opportunity to Learn

The concept of "opportunity to learn" (OTL) strategies was first introduced several decades ago and was defined by a narrow set of instructional components. Since then, many additional criteria have been incorporated into the OTL concept, some specifically to ensure an equal education for disadvantaged and minority students. The original purpose of OTL measures was simply to describe aspects of the education process. Since then, they have been used to indicate overall educational quality and the availability and use of educational resources. The Hawkins-Stafford Education Amendments of 1988 mandated the development of OTL indicators to measure the effectiveness of federally-funded educational programs. Evaluating a school's OTL can provide information about whether the school has adequate resources, uses them effectively, and provides equal educational access. Although school reform programs vary in their commitment to OTL standards, OTL strategies can be implemented fairly easily in the following areas: (1) access to courses; (2) curriculum; (3) time factors; (4) teacher competence; (5) school resources; (6) school environment and culture; and (7) ancillary services. (Contains 12 references.) (SLD)

ED 390 947 UD 030 751

Burnett, Gary

Alternatives to Ability Grouping: Still Unanswered Questions. ERIC/CUE Digest Number 111.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-UD-95-8; ISSN-0889-8049

Pub Date—Dec 95

Note—4p.

Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (free).

Pub Type— Information Analyses - ERIC IAP's (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Ability Grouping, Academic Achievement, *Cooperative Learning, Disadvantaged Youth, Educational Change, *Educational Experience, Elementary Secondary Education, *Heterogeneous Grouping, *Small Group Instruction, Thinking Skills, *Track System (Education), Vocational Education

Identifiers—ERIC Digests

Critics suggest that ability grouping all too often limits the instructional experience of lower-track students and that students placed in low tracks at a young age may never be transferred to upper tracks where higher-order skills are typically taught. As a result of this growing criticism, schools are increasingly eliminating ability grouping. Numerous alternatives to tracking have been proposed. Perhaps the most common model for detracking schools is cooperative learning, which is typically thought of as a form of heterogeneous grouping. Some schools divide a heterogeneously grouped classroom into smaller groups for reading and mathematics instruction. Other schools have allowed students to sort themselves according to their own interests. Still other schools have merged academic and vocational tracks into a single integrated program. While more research is needed on the specific effects of these efforts to detrack schools, it is evident that changes are being considered in many schools. (Contains 15 references.) (SLD)

ED 393 958 UD 030 871

Raywid, Mary Anne

Downsizing Schools in Big Cities. ERIC Digest. No. 112.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-UD-96-1; ISSN-0889-8049

Pub Date—Mar 96

Note—3p.; Based on "Taking Stock: The Movement To Create Mini-Schools, Schools-within-Schools, and Other Small Schools," by Mary Anne Raywid.

Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).

Pub Type— Information Analyses - ERIC IAP's (071) — ERIC Digests (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Disadvantaged Youth, *Educational Change, Educational Facilities Design, Educational Research, Elementary Secondary Education, *Enrollment, School Restructuring, *School Size, *Small Schools, Student Attitudes, *Urban Schools

Identifiers—*Downsizing, ERIC Digests

This digest briefly reviews the current movement to downsize urban schools to help educators decide whether and why to pursue such a move, and to indicate which models appear most promising. Research evidence is strong that small schools benefit the entire school community. Small schools are particularly beneficial for disadvantaged youth, who profit from the extra attention and sense of belonging promoted in a small school. Putting several small schools into an existing large-school building can rejuvenate the building and enhance educational possibilities. The founding principles of small urban schools are: (1) cohesion; (2) autonomy; (3) focus or theme; and (4) a constituency assembled on the basis of shared interests. There are many difficulties in implementing small urban schools, but many more are being planned. They combine features currently being recommended by educational researchers as important in transforming schools. (Contains 10 references.) (SLD)

ED 396 006 UD 030 946

Schwartz, Wendy

New Information on Youth Who Drop Out: Why They Leave and What Happens to Them. For Parents/about Parents.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—[95]

Note—5p.; Based on "School Dropouts: New Information about an Old Problem" and "The Impact of Vocational Education on Racial and Ethnic Minorities," two digests published by the ERIC Clearinghouse on Urban Education. For related documents, see UD 030 947-958.

Pub Type— Guides - Non-Classroom Use (055) — Information Analyses - ERIC IAP's (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Dropout Attitudes, Dropout Prevention, Dropout Research, *Dropouts, *Employment Potential, *High School Equivalency Programs, Minority Groups, Out of School Youth, *Parent Role, Reentry Students, Salary Wage Differentials, *Urban Youth, *Withdrawal (Education)

Several studies recently conducted by the Federal government and private organizations have produced new information about dropouts. Findings from these studies are summarized so that parents can have up-to-date information when talking to their children about dropping out. Urban and minority students are more likely to drop out of school. The gap between dropouts and more educated people is widening as more of these students drop out. Returning to school for a General Educational Development (GED) certificate can reduce this gap. Statistics show that men who return for a GED earn 21% more than dropouts; women GED holders earn 18% more. Dropouts describe their personal and social lives as being very difficult before they dropped out, and often express these difficulties and a dislike for school as reasons for dropping out. Many felt that the adults in their lives did not help them stay in school. Parents, recognizing this fact, can make an effort to keep their children in school by arranging extra academic help when needed, helping them with personal problems, helping them schedule their obligations to be able to stay in school, and helping them understand what the consequences of their actions will be. If all efforts fail, parents can help young people find a GED program and encourage them to stay with it for an alternative diploma. (SLD)

ED 396 007 UD 030 947

Schwartz, Wendy

A Guide to Teaching English and Science Together. For Parents/about Parents.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—[95]

Note—5p.; Based on "Teaching Science Effectively to Limited English Proficient Students," a digest published by the ERIC Clearinghouse on Urban Education. For related documents, see UD 030 946-958.

Pub Type— Guides - Non-Classroom Use (055) — Information Analyses - ERIC IAP's (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Uses in Education, Cultural Awareness, Curriculum, Elementary Secondary Education, *English, Group Instruction, Integrated Activities, *Interdisciplinary Approach, *Limited English Speaking, Mathematics, *Mathematics Instruction, *Parent Role, Preschool Education, *Science Instruction, Sciences, Teaching Methods

In the past, students who knew only a little English (called limited English proficient, or LEP), were usually taught only low-level science and mathematics. Now, new science and mathematics teaching methods can help LEP students get a good education in both fields. This guide will help parents know if their children are learning as much as possible. A preschool curriculum should make connections between the children's present lives and

BEST COPY AVAILABLE

the lives of their ancestors and should draw on experience with plants and animals and nutrition and health instruction. Elementary and high school science lets students see and feel the meaning of the words instead of just hearing descriptions. Science taught to LEP students should be the same as that taught to others, and examples from the students' cultures should be used to make science learning easier. Use of common themes and cultural awareness can make improving English an accompaniment to science instruction. Group work, the application of mathematics, and the use of computers can all help an integrated program that teaches students science, mathematics, and English together. (SLD)

ED 396 008 UD 030 948

Schwartz, Wendy

How To Help Your Child Avoid Violent Conflicts. For Parents/about Parents.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—[95]

Note—5p.; Information in the guide was drawn from the October 1994 (volume 94, number 4, part 2) special theme issue of "Pediatrics," the journal of the American Academy of Pediatrics, devoted to the role of the pediatrician in violence prevention. For related documents, see UD 030 946-958.

Pub Type— Guides - Non-Classroom Use (055) — Information Analyses - ERIC IAP's (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Attitudes, Children, Conflict, *Conflict Resolution, *Interpersonal Relationship, *Parent Role, *Prevention, Problem Solving, Role Models, Social Bias, *Violence

Identifiers—*Avoidance Behavior, Compromise, *Respect

Children should be taught as early as possible how to handle disagreements with each other without letting their anger get out of control. As they get older, they should be helped to apply the conflict-solving methods they learned as children to the more complicated problems that appear in adolescence. Children's attitudes are influenced by all the adults in their lives, but what they learn at home is especially important because their families are their first role models. Parents should examine their own attitudes to make sure that they do not lead their children to think it is acceptable to be violent. The best thing parents can do is to teach their children to be nonviolent by example. Children should be helped to learn methods to control personal anger and to think beforehand of the consequences of their actions. Respect for others; rejection of racial, social, religious, and sexual bias; and willingness to compromise contribute to nonviolent resolution of conflicts. (SLD)

ED 396 009 UD 030 949

Schwartz, Wendy

A Guide to Community Programs To Prevent Youth Violence. For Parents/about Parents.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—[95]

Note—5p.; Information in the guide was drawn from the October 1994 (volume 94, number 4, part 2) special theme issue of "Pediatrics," the journal of the American Academy of Pediatrics, devoted to the role of the pediatrician in violence prevention. For related documents, see UD 030 946-958.

Pub Type— Guides - Non-Classroom Use (055) — Information Analyses - ERIC IAP's (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Community Programs, *Conflict Resolution, Crime, Curriculum, Elementary Secondary Education, *Prevention, Program Effectiveness, Recreational Activities, *Training, *Violence, *Youth Programs

Identifiers—*Mediation, Multidimensional Approach

Although learning the value of being nonviolent at home is very important, school and community programs are also valuable, because participants can work together to prevent violence in their neighborhoods and can help each other avoid violence. Education programs can include conflict resolution and mediation training as school courses. Crime prevention and law-related education help young people reduce their chances of becoming victims of crime or perpetrators themselves. Programs to teach youth about the dangers of guns and gun safety are new, and little research has demonstrated their effectiveness, but it is probable that such programs are useful. Life skills training also can help young people learn how to avoid conflict. Recreation programs by themselves are not enough to prevent youth violence, but they can help control tensions in the community and be a valuable addition to education programs. Even though many violence prevention strategies are effective alone, their value is greater when they are combined. Multi-intervention programs add to education and recreation programs in addressing youth violence. (SLD)

ED 396 010 UD 030 950

Schwartz, Wendy

A Guide to Computer Learning in Your Child's School. For Parents/about Parents.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—[95]

Note—5p.; Based on "Computers and Opportunities for Literacy Development" and "Technology as a Tool for Urban Classrooms," two digests published by the ERIC Clearinghouse on Urban Education. For related documents, see UD 030 946-958.

Pub Type— Guides - Non-Classroom Use (055) — Information Analyses - ERIC IAP's (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Centers, Computer Networks, Computer Science Education, Computer Software, *Computer Uses in Education, Cooperative Learning, *Educational Technology, Elementary Secondary Education, Integrated Activities, *Parent Role, *Partnerships in Education, Teacher Attitudes, *Teaching Methods, *Technological Advancement

Using a computer should be an important part of children's education. Some guidelines are provided to help parents evaluate the value of computer use in their children's school. School policies should provide for a well-equipped laboratory, a variety of appropriate software, and a way for students to network with other students. All students, regardless of gender, should use the computers, and teachers should be knowledgeable. In addition, students should be using technology to increase problem-solving skills and to learn important life skills through simulated computer software. Cooperative learning should be part of school computer use, and teachers and students should work together at the computer. It is also important that computers be used across the curriculum to addre..s all, or at least several, academic subjects. Parents can encourage computer use by letting schools know that they consider it a priority. They can offer practical help in trying to obtain low-cost resources and looking for partnership programs to benefit the school. (SLD)

ED 396 011 UD 030 951

Schwartz, Wendy

A Community Guide to Multicultural Education Programs. For Parents/about Parents.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—[95]

Note—5p.; Based on "Varieties of Multicultural Education," a digest published by the ERIC Clearinghouse on Urban Education. For related documents, see UD 030 946-958.

Pub Type— Guides - Non-Classroom Use (055) — Information Analyses - ERIC IAP's (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Compensatory Education, *Cultural Awareness, Cultural Differences, *Curriculum Development, Elementary Secondary Education, *Human Relations, Information Dissemination, Minority Groups, *Multicultural Education, *Parent Role, Second Language Learning, Social Problems

Identifiers—Infusion Methodology, Language Minorities

Despite disagreement about the value of multicultural education, schools are putting some multicultural learning into the curricula already in place. This guide for parents describes the different ways that schools are teaching multiculturalism. Some schools emphasize programs that focus on information and teach about different cultural groups by adding to the standard curriculum. But the fullest programs alter the standard curriculum fundamentally and add multicultural information to all school subjects. Many multicultural education programs focus on raising the achievement levels of culturally or linguistically different students. These programs take many forms, but they are similar in aiming to help certain students learn as well and as much as students who are already high achievers. These programs can be viewed as compensatory. Still other programs focus on social issues and the cultural and political climate of the school. This type of multicultural education emphasizes human relations and uses parts of the other two types of multicultural education. Such programs may try to reduce racial tensions and to promote learning several languages ("multilingualism"). (SLD)

ED 396 012 UD 030 952

Schwartz, Wendy

A Community Guide to Youth Anti-Bias and Conflict Resolution Programs. For Parents/about Parents.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—[95]

Note—5p.; Based on "Anti-Bias and Conflict Resolution Curricula: Theory and Practice," a digest written by Wendy Schwartz and published by the ERIC Clearinghouse on Urban Education. A companion to the guide, "A Directory of Anti-Bias Education Resources and Services," is also available from the ERIC Clearinghouse on Urban Education. For related documents, see UD 030 946-958.

Pub Type— Guides - Non-Classroom Use (055) — Information Analyses - ERIC IAP's (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attitude Change, Behavior Change, Community Programs, Conflict Resolution, Elementary Secondary Education, *Parent Role, *Prevention, *Social Bias, Social Discrimination, Training, *Violence, *Youth Programs

Identifiers—Mediation Techniques

This guide describes the many ways to teach bias reduction and violence prevention in order to help schools, community and religious leaders, and parents decide which project is best for their children. Some projects concentrate on changing behaviors, while others concentrate on changing attitudes as a prelude to changing behavior. Some projects assume that the cause of prejudice is the same regardless of who is targeted. These programs focus on reduction of prejudice, bias, and violence. Other programs focus on teaching conflict resolution and mediation skills as bias reduction techniques. Most anti-bias projects also deal with violence as a way to express hatred, emphasizing either changing behaviors to result in attitude change, or changing attitudes to bring about behavior change. Training methods and targeted groups vary among projects. These should be examined by the person selecting a project, as should costs, services, and philosophies. Parents can support anti-bias training for youth by

getting community support and participating in school and community programs. (SLD)

ED 396 013 UD 030 953

Schwartz, Wendy

How To Promote the Science and Mathematics Achievement of Females and Minorities. For Parents/about Parents.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—[95]

Note—5p.; For related documents, see UD 030 946-958.

Pub Type— Guides - Non-Classroom Use (055) — Information Analyses - ERIC IAP's (071)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Bilingual Education, *Course Selection (Students), Elementary Secondary Education, *Females, Helping Relationship, *Mathematics Achievement, *Minority Groups, *Parent Role, Role Models, Student Educational Objectives, Student Interests, Student Participation

Identifiers—Goal Setting

Some minority and female students traditionally have not been given the help they need to enroll and succeed in mathematics and science classes. Now, however, a variety of approaches are available to give these students the extra attention they need. Parents can help children develop an interest in science and mathematics by: (1) identifying role models; (2) stressing the importance of high academic goals and insisting that students not put limits on themselves; (3) encouraging students to interact with teachers and participate actively in class; (4) demonstrating the usefulness of science and mathematics in daily living; (5) urging children to enroll in extracurricular science and mathematics programs; (6) helping children locate question-answering services for homework help; (7) finding tutors and programs to meet the child's needs; and (8) participating in science and mathematics learning activities. Parents should work with the school to make sure children learn advanced science, technology, and mathematics. Schools should be urged to provide this instruction in the children's native language to keep them from losing time as they learn English. (SLD)

ED 396 014 UD 030 954

Schwartz, Wendy

A Guide to Communicating with Asian American Families. For Parents/about Parents.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—[95]

Note—5p.; Based on "Beyond Culture: Communicating with Asian American Children and Families," a digest published by the ERIC Clearinghouse on Urban Education. For related documents, see UD 030 946-958.

Pub Type— Guides - Non-Classroom Use (055) — Information Analyses - ERIC IAP's (071)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Asian Americans, *Communication (Thought Transfer), Communication Skills, *Cultural Awareness, Cultural Differences, Elementary Secondary Education, Multicultural Education, *Pacific Americans, Parent Attitudes, Parent Participation, *Parent Role, Parent School Relationship, Student Attitudes, *Student Characteristics, Teacher Role, Teaching Methods

Identifiers—Respect

The enrollment of Asian and Pacific Islander (API) students is increasing rapidly, so it is important for school personnel and community members to learn to communicate with API families. This guide describes how the backgrounds and cultures of the various API groups affect their attitudes and behavior. The three general ethnicities within the API community are Pacific Islanders, Southeast Asians, and East Asians. It is important not to generalize an understanding of one group to another. In general, however, APIs see teachers as professionals with authority over their children's schooling. They believe that parents should not interfere and may regard teachers who seek parent participation as incompetent. East Asians in particular value formal education and may place high expectations on their children. Language may be a barrier to many API children, and cultures pose many opportunities for misunderstanding. Good communication depends on respect for API cultural beliefs, communication in person rather than in writing, clear communication of such details as meeting times, and maintaining a professional's role. Explaining aspects of American culture, especially that parent participation is a tradition in American schools, can be very helpful. To avoid putting unnecessary pressure on API students, it is important to reject the stereotype that most Asian students are gifted and that APIs are generally docile. School personnel and community leaders should work with local API organizations to enhance communication. (SLD)

ED 396 015 UD 030 955

Schwartz, Wendy

A Guide to Promoting Children's Education in Homeless Families. For Parents/about Parents.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—[95]

Note—5p.; Based on "School Programs and Practices for Homeless Students," a digest published by the ERIC Clearinghouse on Urban Education. For related documents, see UD 030 946-958.

Pub Type— Guides - Non-Classroom Use (055) — Information Analyses - ERIC IAP's (071)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Adult Education, Ancillary School Services, *Children, Disadvantaged Youth, Economically Disadvantaged, *Educationally Disadvantaged, Elementary Secondary Education, *Family Characteristics, *Homeless People, Job Training, Low Income Groups, Parent Participation, *Parent Role, Urban Schools, *Volunteers

Identifiers—*Shelters

Homeless parents, like all parents, want their children to have a good education, and most are eager to help in any way they can. Some suggestions are offered for helping homeless parents become partners in their children's education. Parent concerns should be addressed directly. They should be assured that their children can learn, that schools will treat them fairly, that services like meal programs and social service referrals are not a sign of inferiority, and that schools take safety issues seriously. In addition, homeless parents should be told about services schools offer for parents, such as adult education and job training. Ways to involve parents begin with explaining to them why their involvement is important and encouraging activities that help them help their children. Parent participation and volunteering can be especially valuable in urban schools, where assets may be limited and many homeless people are located. Parents at a shelter may need special reassurance and information that tells them their rights and explains the opportunities available through the school. (SLD)

ED 396 016 UD 030 956

Schwartz, Wendy

A Guide to Assessing and Placing Language Minority Students. For Parents/about Parents.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—[95]

Note—5p.; Based on "The Assessment and Placement of Language Minority Students," a digest published by the ERIC Clearinghouse on Urban Education. For related documents, see UD 030 946-958.

Pub Type— Guides - Non-Classroom Use (055) — Information Analyses - ERIC IAP's (071)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Educational Assessment, Educational Policy, Elementary Secondary Education, *English, Evaluation Methods, Identification, Language Proficiency, *Limited English Speaking, *Parent Role, *Student Placement, *Test Use

Identifiers—*Language Minorities

This guide helps parents understand how schools assess their child's English language ability and suggests ways for them to help schools place their children in the most useful language program. All districts must decide which students to test, and then how to test them. Some schools attempt to find out the English skills of all students, and others simply place them and wait until language problems appear. Others fall between the two approaches, automatically assessing students in some categories. The most common assessment method is some kind of formal testing, such as language proficiency examinations, overall achievement testing, or both. Unfortunately, many states test only the ability to speak English, including the states that use the Language Assessment Scales. This instrument measures only a low level of language knowledge and does not determine the higher level needed for success in schools and employment. Parents can help the assessment process by: (1) providing schools with accurate information; (2) organizing centers for language minority students; and (3) requesting the use of several assessment methods. (SLD)

ED 396 017 UD 030 957

Schwartz, Wendy

Will a Focus School Meet the Needs of Your Child? For Parents/about Parents.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—[95]

Note—5p.; Based on "Selecting the Focus of a Focus School," a digest published by the ERIC Clearinghouse on Urban Education. For related documents, see UD 030 946-958.

Pub Type— Guides - Non-Classroom Use (055) — Information Analyses - ERIC IAP's (071)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Child Development, Critical Thinking, Curriculum, *Decision Making, *Educational Philosophy, Elementary Secondary Education, *Magnet Schools, Needs Assessment, Nontraditional Education, *Parent Role, *School Choice, *Teaching Methods, Thematic Approach

Most large schools have many types of programs serving many types of students, but smaller schools, serving fewer students, may be able to have a more defined "personality," or focus. Focus schools are becoming more popular because their students tend to be high achievers and because many districts are allowing families to choose the schools they want their children to attend. This guide helps parents understand the different types of schools and discusses the benefits and drawbacks of each. Magnet schools, or theme schools, have a single curriculum focus, even though they teach the basics in all subjects. The special emphasis of a magnet school may appeal to particular students, but it is important to be sure that the theme affects all areas of schooling. Schools with an instructional focus are distinguished by an instructional method that guides all aspects of the school's operation. The method usually emphasizes developing students' critical thinking skills. The focus of some schools is how they approach all aspects of education. Their particular orientation, or philosophy, governs and unifies school activities. Before enrolling a child in a focus school with a philosophy, parents should consider whether their children will be committed to the philosophy and do well in a program based on it. Parents should also be committed to the philosophy and be willing to do the work that the school asks. (SLD)

BEST COPY AVAILABLE

ED 396 018 UD 030 958

Schwartz, Wendy

How To Prepare Your Children for Work. For Parents/about Parents.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—[95]

Note—5p.; Based on "What Do Employers Want in Entry-Level Workers: An Assessment of the Evidence," and "High School Graduates in Entry Level Jobs: What Do Employers Want?," digests published by the ERIC Clearinghouse on Urban Education. For related documents, see UD 030 946-957.

Pub Type— Guides - Non-Classroom Use (055) — Information Analyses - ERIC IAP's (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Education Work Relationship, *Employment Potential, Employment Qualifications, English, High Schools, Job Applicants, Job Skills, *Job Training, Mathematics, *Parent Role, Problem Solving, *Young Adults

Identifiers—*Entry Level Skills

Recently, some employers were polled to find out which skills are most important for young people working at their first jobs to have. This guide discusses how parents can help children prepare for the work world. Employers are interested in the academic skills of young people and use job application forms and interviews to evaluate them. They want employees to have the ability to learn quickly and to have basic English and mathematics skills. They will usually train workers in the special skills needed for a particular job, but most want employees to have problem-solving ability, the ability to communicate, and the ability to do manual tasks. In addition, employers look for desirable work-related habits and attitudes. Parents can help children prepare for the work world by making sure they have the academic and vocational skills. This begins with finding out what they are learning in school and arranging extra instruction if needed. Parents also can communicate their own experiences to help children know what to expect in the work world. (SLD)

ED 396 021 UD 030 962

Schwartz, Wendy, Ed.

Preventing Youth Violence in Urban Schools: An Essay Collection. Urban Diversity Series No. 107.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Mar 96

Note—85p.

Available from—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027.

Pub Type— Collected Works - General (020) — Information Analyses - ERIC IAP's (071)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Administrators, Classroom Techniques, Disadvantaged Youth, *Educational Practices, Elementary Secondary Education, *Juvenile Gangs, *Prevention, School Safety, Social Problems, Social Services, *Urban Schools, Urban Youth, *Violence, Youth Programs

Identifiers—*Legal Rights

The three essays of this collection explore the prevention of violence in urban schools. The first, "Preventing Violence in Schools," by Mary Hatwood Futrell and Lee Etta Powell, focuses on how to prevent violence in schools and offers recommendations on what schools and communities can do. The factors contributing to school violence are numerous, complex, and mostly community-related. A number of strategies are available for addressing the problem from a classroom or school-wide perspective, but others can be suggested for individual students, helping them focus on discipline as positive behavior. Investment programs such as tutoring, counseling, jobs, and recreation and youth facilities would be more cost-effective in the long-run than such measures as hiring more security. The second essay, "Gang Activity at School: Prevention Strategies," by Shirley Lal, reviews what is known about gangs and their impact and consequences in schools. It also suggests a variety of strategies for preventing gang activity and altering negative gang behavior. The final essay, "School Violence and the Legal Rights of Students: Selected Issues," by Dorianne Beyer, considers the effects of the public perception of widespread and growing school violence, which leads to a situation in which the rights of school administrators come to take precedence over the rights of students when school safety is at stake. The current judicial trend highlights society's fears and disrespect for children. Contains a total of 90 references. (SLD)

ED 396 045 UD 031 001

Raywid, Mary Anne

Taking Stock: The Movement To Create Mini-Schools, Schools-within-Schools, and Separate Small Schools. Urban Diversity Series No. 108.

Center on Organization and Restructuring of Schools, Madison, WI.; ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Apr 96

Note—72p.

Available from—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027.

Pub Type— Reports - Evaluative/Feasibility (142) — Information Analyses - ERIC IAP's (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Achievement, Attendance, *Educational Change, Elementary Secondary Education, Participation, *Professional Development, School Restructuring, *School Size, *Small Schools, Student Attitudes, *Urban Schools

Identifiers—*House School

Many educators see school downsizing efforts as the linchpin of school restructuring. Several forms that school downsizing efforts are taking are explored, along with a discussion of the reasons for which small schools are being established. The types of subschools that are being launched (houses, mini-schools, schools-within-schools) are described. The largely exploratory study is derived from an extensive review of the literature and documentation, evaluation, and policy studies of 22 schools-within-schools and small schools conducted over the past 15 years. Experiences in three cities, New York (New York), Philadelphia (Pennsylvania), and Chicago (Illinois), are highlighted. The evidence suggests that there are multiple reasons for downsizing, notably the enhancement of commitment and performance and the development of teachers and students. A number of subunits, subschools, and small schools have been quite successful in achieving better attendance, more positive attitudes, and greater achievement. Schools that have been designed and operated as distinctive and autonomous entities have had a better chance of success. While downsizing is clearly no magic bullet, it can increase student participation, reduce dropouts, improve achievement, and enhance teacher efficacy. (Contains 2 figures and 136 references.) (SLD)

Subject Index

Ability
Assessment of Abilities. ERIC Digest.
ED 389 960 (CG)

Ability Grouping
Alternatives to Ability Grouping: Still Unanswered Questions. ERIC/CUE Digest Number 111.
ED 390 947 (UD)

Academic Achievement
Grading Students. ERIC/AE Digest.
ED 398 239 (TM)
How To Promote the Science and Mathematics Achievement of Females and Minorities. For Parents/about Parents.
ED 396 013 (UD)
Sound Performance Assessments in the Guidance Context. ERIC Digest.
ED 388 889 (CG)
Supporting Girls in Early Adolescence. ERIC Digest.
ED 386 331 (PS)
Taking Stock: The Movement To Create Mini-Schools, Schools-within-Schools, and Separate Small Schools. Urban Diversity Series No. 108.
ED 396 045 (UD)

Academic Advising
Redesigning Higher Education: Producing Dramatic Gains in Student Learning. ASHE-ERIC Higher Education Report No. 7.
ED 394 442 (HE)

Academic Freedom
Tenure, Promotion, and Reappointment: Legal and Administrative Implications. ASHE-ERIC Higher Education Report No. 1.
ED 396 608 (HE)

Academic Persistence
Adult Learner Retention Revisited. ERIC Digest No. 166.
ED 389 880 (CE)
Retention-Attrition in the Nineties. ERIC Digest.
ED 393 510 (JC)
Spanish Language Briefs for Parents, 1995.
ED 390 630 (RC)

Academically Gifted
Differentiating Instruction for Advanced Learners in the Mixed-Ability Middle School Classroom. ERIC Digest E536.
ED 389 141 (EC)
Gifted Learners and the Middle School: Problem or Promise? ERIC Digest E535.
ED 386 832 (EC)

Access to Education
Financing Preschool for All Children. ERIC Digest.
ED 389 471 (PS)
The Influence of Race and Ethnicity on Access to Postsecondary Education and the College Experience. ERIC Digest.
ED 386 242 (JC)
Opportunity To Learn Standards: Their Impact on Urban Students. ERIC/CUE Digest Number 110.
ED 389 816 (UD)
The Role of the Rural Community College in Rural Community Development. ERIC Digest.
ED 391 558 (JC)

Access to Information
Internet Basics: Update 1996. ERIC Digest.
ED 392 466 (IR)
Local Area Networks for K-12 Schools. ERIC Digest.
ED 389 277 (IR)

Accessibility (for Disabled)
Testing Students with Disabilities. ERIC Digest.
ED 391 984 (CG)

Accrediting Agencies
CACREP Accreditation: Assessment and Evaluation in the Standards and Process. ERIC Digest.
ED 388 884 (CG)

Achievement Gains
Redesigning Higher Education: Producing Dramatic Gains in Student Learning. ERIC Digest.
ED 394 441 (HE)

Administrative Organization
Community Colleges and Proprietary Schools: Conflict or Convergence? New Directions for Community Colleges, Number 91.
ED 387 193 (JC)

Administrator Role
Ethical Leadership. ERIC Digest, Number 107.
ED 397 463 (EA)

Administrator Selection
Achieving Administrator Diversity. ERIC Digest.
ED 395 616 (JC)

Administrators
Achieving Administrator Diversity. ERIC Digest.
ED 395 616 (JC)

Adolescent Development
Briefs for English-Speaking Parents, 1996.
ED 392 583 (RC)

Adolescents
Gender Differences in Adolescent Career Exploration. ERIC Digest.
ED 391 108 (CG)
Motivating Low Performing Adolescent Readers. ERIC Digest.
ED 396 265 (CS)

Adult Basic Education
Adult Learner Retention Revisited. ERIC Digest No. 166.
ED 389 880 (CE)
Not Just a Number: Critical Numeracy for Adults. ERIC Digest No. 163.
ED 385 780 (CE)
Women and Literacy: Trends and Issues Alerts.
ED 391 919 (CE)

Adult Counseling
Adult Career Counseling in a New Age. ERIC Digest No. 167.
ED 389 881 (CE)

Adult Dropouts
Adult Learner Retention Revisited. ERIC Digest No. 166.
ED 389 880 (CE)

Adult Education
Adult Education for Social Change: From Center Stage to the Wings and Back Again. Information Series No. 365.
ED 396 190 (CE)
Inclusive Adult Learning Environments. ERIC Digest No. 162.
ED 385 779 (CE)

Adult Learning
Inclusive Adult Learning Environments. ERIC Digest No. 162.
ED 385 779 (CE)
Not Just a Number: Critical Numeracy for Adults. ERIC Digest No. 163.
ED 385 780 (CE)

Adult Literacy
Adult ESL Learner Assessment: Purposes and Tools. ERIC Digest.
ED 386 962 (FL)

Evaluating Workplace ESL Instructional Programs. ERIC Digest.
ED 386 961 (FL)
Philosophies and Approaches in Adult ESL Literacy Instruction. ERIC Digest.
ED 386 960 (FL)
Women and Literacy: Trends and Issues Alerts.
ED 391 919 (CE)

Adult Students
Adult Learner Retention Revisited. ERIC Digest No. 166.
ED 389 880 (CE)

Advertisements
Advertising in the Schools. ERIC Digest.
ED 389 473 (PS)

Advertising
Advertising in the Schools. ERIC Digest.
ED 389 473 (PS)

Aesthetics
Art Education in the Social Studies. ERIC Digest.
ED 393 787 (SO)

Affirmative Action
Achieving Administrative Diversity. New Directions for Community Colleges, Number 94.
ED 397 884 (JC)
Creating and Maintaining a Diverse Faculty. ERIC Digest.
ED 386 261 (JC)

Africa
Teaching about Africa. ERIC Digest.
ED 393 790 (SO)

African Culture
Teaching about Africa. ERIC Digest.
ED 393 790 (SO)

African History
Teaching about Africa. ERIC Digest.
ED 393 790 (SO)

African Studies
Teaching about Africa. ERIC Digest.
ED 393 790 (SO)

Age Discrimination
Older Workers: Myths and Realities.
ED 392 894 (CE)

Agency Cooperation
Union-Sponsored Workplace ESL Instruction. ERIC Digest.
ED 392 317 (FL)

Aging (Individuals)
Older Workers: Myths and Realities.
ED 392 894 (CE)

Alternative Assessment
Computers and Assessment in Science Education. ERIC Digest.
ED 395 770 (SE)
Practical Ideas on Alternative Assessment for ESL Students. ERIC Digest.
ED 395 500 (FL)

American Bar Association
Essentials of Law-Related Education. ERIC Digest.
ED 390 779 (SO)

American Indian Culture
Teaching Young Children about Native Americans. ERIC Digest.
ED 394 744 (PS)

American Indian Education
Drop-Out Rates among American Indian and Alaska Native Students: Beyond Cultural Discontinuity. ERIC Digest.
ED 388 492 (RC)

American Indians
Teaching Young Children about Native Americans. ERIC Digest.
ED 394 744 (PS)

Americans with Disabilities Act 1990
Overview of ADA, IDEA, and Section 504. ERIC Digest E537.
ED 389 142 (EC)

Annotated Bibliographies
ERIC Digests: An Annotated Bibliography of All ERIC Digests Announced in the ERIC Database, April 1993 - March 1996.
ED 395 589 (IR)

Aptitude Tests
Assessment of Abilities. ERIC Digest.
ED 389 960 (CG)
Locating and Evaluating Career Assessment Instruments. ERIC Digest.
ED 391 989 (CG)

Archetypes
Using Mythic-Archetypal Approaches in the Language Arts. ERIC Digest.
ED 394 147 (CS)

Art Criticism
Art Education in the Social Studies. ERIC Digest.
ED 393 787 (SO)
Lessons for Teaching Art Criticism.
ED 392 658 (SO)

Art Education
Art Education in the Social Studies. ERIC Digest.
ED 393 787 (SO)
Lessons for Teaching Art Criticism.
ED 392 658 (SO)

Art History
Art Education in the Social Studies. ERIC Digest.
ED 393 787 (SO)

Articulation (Education)
Tech Prep Q & A: Information for Program Development. Information Series No. 364.
ED 391 105 (CE)
Tech Prep: Trends and Issues Alerts.
ED 394 060 (CE)

Asian Americans
A Guide to Communicating with Asian American Families. For Parents/about Parents.
ED 396 014 (UD)

Asian Studies
Database of Teaching Materials on Japan: An Annotated Guide.
ED 389 630 (SO)
Guide to Teaching Materials on Japan: Revised Edition of the 1994 Database of Teaching Materials on Japan.
ED 390 780 (SO)

AskERIC
K-12 Computer Networking.
ED 392 413 (IR)

At Risk Persons
El Fomento de la Elasticidad en los Ninos (Fostering Resilience in Children). ERIC Digest.
ED 397 991 (PS)

Attitude Change
A Community Guide to Youth Anti-Bias and Conflict Resolution Programs. For Parents/about Parents.
ED 396 012 (UD)

Authority
Enhancing Students' Socialization: Key Elements. ERIC Digest.
ED 395 713 (PS)

Autism
Readings and Resources on Autism. ERIC Mini-Bib.
ED 392 199 (EC)

Avoidance Behavior
How To Help Your Child Avoid Violent Conflicts. For Parents/about Parents.
ED 396 008 (UD)

Basic Skills
SCANS and the New Vocationalism. ERIC Digest No. 165.
ED 389 879 (CE)

Beginning Reading
Beginning Reading and Phonological Awareness for Students with Learning Disabilities. ERIC Digest #E540.
ED 392 197 (EC)
Readings and Resources about Reading Instruction for Young Children with Learning Disabilities. Companion Mini-Bibliography to ERIC Digest #E540. ERIC Minibib.
ED 392 198 (EC)
Teach a Child To Read with Children's Books: Combining Story Reading, Phonics, and Writing to Promote Reading Success.
ED 392 036 (CS)

Beginning Teachers
Teacher Mentoring: A Critical Review. ERIC Digest.
ED 397 060 (SP)

Behavioral Objectives
National Standards for School Health Education. ERIC Digest.
ED 387 483 (SP)

Bias
Multicultural Assessment. ERIC Digest.
ED 391 112 (CG)

Bilingual Education
Children of La Frontera: Binational Efforts To Serve Mexican Migrant and Immigrant Students.
ED 393 631 (RC)

Bilingualism
Fostering Second Language Development in Young Children. ERIC Digest.
ED 386 950 (FL)

Black Students
Saving the Native Son: Empowerment Strategies for Young Black Males.
ED 393 059 (CG)

Black Youth
Saving the Native Son: Empowerment Strategies for Young Black Males.
ED 393 059 (CG)

Career Choice
Assessing Career Certainty and Choice Status. ERIC Digest.
ED 391 107 (CG)
Family Role in Career Development. ERIC Digest No. 164.
ED 389 878 (CE)

Career Counseling
Adult Career Counseling in a New Age. ERIC Digest No. 167.
ED 389 881 (CE)
Assessing Career Certainty and Choice Status. ERIC Digest.
ED 391 107 (CG)
Assessing Career Development with Portfolios. ERIC Digest.
ED 391 110 (CG)
Assessment in Career Counseling. ERIC Digest.
ED 389 966 (CG)
Locating and Evaluating Career Assessment Instruments. ERIC Digest.
ED 391 989 (CG)

Career Development
Assessing Career Development with Portfolios. ERIC Digest.
ED 391 110 (CG)
Career Development in Generation X: Myths and Realities.
ED 388 801 (CE)
Career Resilience in a Changing Workplace. Information Series No. 366.
ED 396 191 (CE)
Family Role in Career Development. ERIC Digest No. 164.
ED 389 878 (CE)
Job Training versus Career Development: What Is Voc Ed's Role? ERIC Digest.
ED 395 217 (CE)

Career Education
Computer-Based Career Information Systems. ERIC Digest.
ED 395 216 (CE)

BEST COPY AVAILABLE

Career Exploration
Gender Differences in Adolescent Career Exploration. ERIC Digest.
ED 391 108 (CG)

Career Information Systems
Computer-Based Career Information Systems. ERIC Digest.
ED 395 216 (CE)

Career Resilience
Career Resilience in a Changing Workplace. Information Series No. 366.
ED 396 191 (CE)

Careers
Careers in the Environment. Trends and Issues Alerts.
ED 391 920 (CE)

Caring
Fostering Resilience in Children. ERIC Digest.
ED 386 327 (PS)

Channel One
Advertising in the Schools. ERIC Digest.
ED 389 473 (PS)

Child Development
La Violencia y el Desarrollo de los Ninos (Violence and Young Children's Development). ERIC Digest.
ED 397 990 (PS)
School Readiness and Children's Developmental Status. ERIC Digest.
ED 389 475 (PS)
Spanish Language Briefs for Parents, 1995.
ED 390 630 (RC)

Child Safety
How Can We Help Make Schools Safe for Children?
ED 396 860 (PS)
La Violencia y el Desarrollo de los Ninos (Violence and Young Children's Development). ERIC Digest.
ED 397 990 (PS)

Child Welfare
Briefs for English-Speaking Parents, 1996.
ED 392 583 (RC)

Children
A Guide to Promoting Children's Education in Homeless Families. For Parents/about Parents.
ED 396 015 (UD)

Childrens Literature
Teach a Child To Read with Children's Books: Combining Story Reading, Phonics, and Writing to Promote Reading Success.
ED 392 036 (CS)
Teaching Young Children about Native Americans. ERIC Digest.
ED 394 744 (PS)

Childrens Writing
Teaching Creative Writing in the Elementary School. ERIC Digest.
ED 391 182 (CS)

Citizenship
Building Civic Education for Democracy in Poland.
ED 396 986 (SO)

Citizenship Education
Building Civic Education for Democracy in Poland.
ED 396 986 (SO)
Civic Education for Constitutional Democracy: An International Perspective. ERIC Digest.
ED 390 781 (SO)
Civic Education through Service Learning. ERIC Digest.
ED 390 720 (SO)
Essentials of Law-Related Education. ERIC Digest.
ED 390 779 (SO)
Resources for Law-Related Education: Documents and Journal Articles in ERIC, 1994.
ED 388 534 (SO)
Resources on Law-Related Education: Documents and Journal Articles in ERIC, 1995. Yearbook No. 2.
ED 394 895 (SO)

Citizenship Responsibility
Civic Education through Service Learning. ERIC Digest.
ED 390 720 (SO)

Civics
Civic Education through Service Learning. ERIC Digest.
ED 390 720 (SO)

Class Activities
Just beyond the Classroom: Community Adventures for Interdisciplinary Learning.
ED 388 485 (RC)
The Online Classroom: Teaching with the Internet.
ED 391 193 (CS)
Taking Personal and Professional Contexts into Account in the Basic Public Speaking Course. ERIC Digest.
ED 392 111 (CS)

Classroom Techniques
Differentiating Instruction for Advanced Learners in the Mixed-Ability Middle School Classroom. ERIC Digest E536.
ED 389 141 (EC)
Practical Suggestions for Teaching Global Education. ERIC Digest.
ED 395 924 (SP)

Clearinghouses
ERIC Clearinghouse Publications, 1994. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in Resources in Education (RIE) January-December 1994.
ED 394 527 (IR)
ERIC Clearinghouse Publications, 1995. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in Resources in Education (RIE) January-December 1995.
ED 395 595 (IR)

Cluster Grouping
Cluster Grouping of Gifted Students: How To Provide Full-Time Services on a Part-Time Budget. ERIC Digest E538.
ED 397 618 (EC)

Code Switching (Language)
Fostering Second Language Development in Young Children. ERIC Digest.
ED 386 950 (FL)

Cognitive Development
Science Reasoning Ability of Community College Students. ERIC Digest.
ED 393 505 (JC)

Cognitive Style
Hispanic-American Students and Learning Style. ERIC Digest.
ED 393 607 (PS)

College Administration
Achieving Administrative Diversity. New Directions for Community Colleges, Number 94.
ED 397 884 (JC)
Achieving Administrator Diversity. ERIC Digest.
ED 395 616 (JC)
The American Community College. Third Edition. The Jossey-Bass Higher and Adult Education Series.
ED 389 384 (JC)

College Curriculum
The American Community College. Third Edition. The Jossey-Bass Higher and Adult Education Series.
ED 389 384 (JC)
Redesigning Higher Education: Producing Dramatic Gains in Student Learning. ASHE-ERIC Higher Education Report No. 7.
ED 394 442 (HE)

College English
Poststructuralism as Theory and Practice in the English Classroom. ERIC Digest.
ED 387 794 (CS)

College Faculty
The American Community College. Third Edition. The Jossey-Bass Higher and Adult Education Series.
ED 389 384 (JC)
Taking Teaching Seriously: Meeting the Challenge of Instructional Improvement. ASHE-ERIC Higher Education Report No. 2, 1995.
ED 396 616 (HE)
Taking Teaching Seriously: Meeting the Challenge of Instructional Improvement. ERIC Digest.
ED 396 615 (HE)

College Instruction
A New Alliance: Continuous Quality and Classroom Effectiveness. ASHE-ERIC Higher Education Report No. 6.
ED 392 369 (HE)
A New Alliance: Continuous Quality and Classroom Effectiveness. ERIC Digest.
ED 392 368 (HE)
Redesigning Higher Education. Producing Dramatic Gains in Student Learning. ERIC Digest.
ED 394 441 (HE)
Redesigning Higher Education: Producing Dramatic Gains in Student Learning. ASHE-ERIC Higher Education Report No. 7.
ED 394 442 (HE)

College Outcomes Assessment
Assessment and Testing: Measuring Up to Expectations. ERIC Digest.
ED 391 559 (JC)
Redesigning Higher Education. Producing Dramatic Gains in Student Learning. ERIC Digest.
ED 394 441 (HE)

College Role
The American Community College. Third Edition. The Jossey-Bass Higher and Adult Education Series.
ED 389 384 (JC)
Community Colleges International. ERIC Digest.
ED 393 504 (JC)
The Influence of Race and Ethnicity on Access to Postsecondary Education and the College Experience. ERIC Digest.
ED 386 242 (JC)
Promoting Community Renewal through Civic Literacy and Service Learning. New Directions for Community Colleges, Number 93.
ED 392 510 (JC)

College Students
Adult Learner Retention Revisited. ERIC Digest No. 166.
ED 389 880 (CE)
Student Ratings Offer Useful Input to Teacher Evaluations. ERIC/AE Digest.
ED 398 240 (TM)

Communication Context
Taking Personal and Professional Contexts into Account in the Basic Public Speaking Course. ERIC Digest.
ED 392 111 (CS)

Communication Problems
Spanish Language Briefs for Parents, 1995.
ED 390 630 (RC)

Communication Skills
Communication Skills. ERIC Digest, Number 102.
ED 390 114 (EA)

Communication (Thought Transfer)
A Guide to Communicating with Asian American Families. For Parents/about Parents.
ED 396 014 (UD)

Community Colleges
Achieving Administrative Diversity. New Directions for Community Colleges, Number 94.
ED 397 884 (JC)

BEST COPY AVAILABLE

The American Community College. Third Edition. The Jossey-Bass Higher and Adult Education Series.
ED 389 384 (JC)
Community College Scholarship. ERIC Digest.
ED 395 617 (JC)
Community Colleges and Proprietary Schools: Conflict or Convergence? New Directions for Community Colleges, Number 91.
ED 387 193 (JC)
Community Colleges International. ERIC Digest.
ED 393 504 (JC)
Curriculum Models for General Education. New Directions for Community Colleges, Number 92.
ED 388 361 (JC)
The Influence of Race and Ethnicity on Access to Postsecondary Education and the College Experience. ERIC Digest.
ED 386 242 (JC)
Projecting the Future of Community Colleges. ERIC Digest.
ED 388 351 (JC)
Promoting Community Renewal through Civic Literacy and Service Learning. New Directions for Community Colleges, Number 93.
ED 392 510 (JC)
The Role of the Rural Community College in Rural Community Development. ERIC Digest.
ED 391 558 (JC)

Community Problems
La Violencia y el Desarrollo de los Ninos (Violence and Young Children's Development). ERIC Digest.
ED 397 990 (PS)

Community Programs
A Guide to Community Programs To Prevent Youth Violence. For Parents/about Parents.
ED 396 009 (UD)

Community Renewal
Promoting Community Renewal through Civic Literacy and Service Learning. New Directions for Community Colleges, Number 93.
ED 392 510 (JC)

Community Services
Promoting Community Renewal through Civic Literacy and Service Learning. New Directions for Community Colleges, Number 93.
ED 392 510 (JC)

Community Study
Just beyond the Classroom: Community Adventures for Interdisciplinary Learning.
ED 388 485 (RC)

Comprehensive School Health Education
National Standards for School Health Education. ERIC Digest.
ED 387 483 (SP)

Computer Assisted Testing
Computer-Assisted Testing in Counseling and Therapy. ERIC Digest.
ED 391 983 (CG)

Computer Graphics
Virtual Reality: An Overview. ERIC Digest.
ED 386 178 (IR)

Computer Literacy
Computer Skills for Information Problem-Solving: Learning and Teaching Technology in Context. ERIC Digest.
ED 392 463 (IR)

Computer Mediated Communication
Distance Learning, the Internet, and the World Wide Web. ERIC Digest.
ED 395 214 (CE)
Internet Resources for Guidance Personnel. ERIC Digest.
ED 391 988 (CG)
Using the Internet in Vocational Education. ERIC Digest No. 160.
ED 385 777 (CE)

Computer Networks
Internet Basics: Update 1996. ERIC Digest.
ED 392 466 (IR)
Using the Internet in Vocational Education. ERIC Digest No. 160.
ED 385 777 (CE)

Computer Oriented Programs
Computer-Based Career Information Systems. ERIC Digest.
ED 395 216 (CE)

Computer Simulation
Virtual Reality: An Overview. ERIC Digest.
ED 386 178 (IR)

Computer Software
Use of Computer-based Technology in Health, Physical Education, Recreation, and Dance. ERIC Digest.
ED 390 874 (SP)

Computer Uses in Education
Computers and Assessment in Science Education. ERIC Digest.
ED 395 770 (SE)
Distance Learning, the Internet, and the World Wide Web. ERIC Digest.
ED 395 214 (CE)
A Guide to Computer Learning in Your Child's School. For Parents/about Parents.
ED 396 010 (UD)
Infusing Technology into Preservice Teacher Education. ERIC Digest.
ED 389 699 (SP)
Local Area Networks for K-12 Schools. ERIC Digest.
ED 389 277 (IR)
Locating Vocational Education Curriculum and Instructional Materials. ERIC Digest.
ED 395 215 (CE)
Using the Internet in Vocational Education. ERIC Digest No. 160.
ED 385 777 (CE)

Conflict
Linking Law-Related Education to Reducing Violence by and against Youth. ERIC Digest.
ED 387 431 (SO)

Conflict Resolution
A Guide to Community Programs To Prevent Youth Violence. For Parents/about Parents.
ED 396 009 (UD)
How To Help Your Child Avoid Violent Conflicts. For Parents/about Parents.
ED 396 008 (UD)
Linking Law-Related Education to Reducing Violence by and against Youth. ERIC Digest.
ED 387 431 (SO)
Preparing Teachers for Conflict Resolution in the Schools. ERIC Digest.
ED 387 456 (SP)

Connectivity
Internet Basics: Update 1996. ERIC Digest.
ED 392 466 (IR)

Consortia
Tech Prep. Trends and Issues Alerts.
ED 394 060 (CE)

Content Analysis
Trends in Educational Technology 1995.
ED 396 717 (IR)

Content Area Teaching
Integrating Language and Content: Lessons from Immersion. ERIC Digest.
ED 390 284 (FL)

Continuous Quality Improvement
A New Alliance: Continuous Quality and Classroom Effectiveness. ASHE-ERIC Higher Education Report No. 6.
ED 392 369 (HE)
A New Alliance: Continuous Quality and Classroom Effectiveness. ERIC Digest.
ED 392 368 (HE)

Cooperation
Cooperation between School Psychologists and Counselors in Assessment. ERIC Digest.
ED 391 986 (CG)

Cooperative Learning
Alternatives to Ability Grouping: Still Unanswered Questions. ERIC/CUE Digest Number 111.
ED 390 947 (UD)
Practical Suggestions for Teaching Global Education. ERIC Digest.
ED 395 924 (SP)

Cooperative Planning
K-12 Technology Planning at State, District, and Local Levels. ERIC Digest.
ED 393 448 (IR)
Work Teams in Schools. ERIC Digest, Number 103.
ED 391 226 (EA)

Core Curriculum
Curriculum Models for General Education. New Directions for Community Colleges, Number 92.
ED 388 361 (JC)

Council for Accred of Counsel and Relat Educ Prog
CACREP Accreditation: Assessment and Evaluation in the Standards and Process. ERIC Digest.
ED 388 884 (CG)

Counseling
Computer-Assisted Testing in Counseling and Therapy. ERIC Digest.
ED 391 983 (CG)
Enhancing Students' Socialization: Key Elements. ERIC Digest.
ED 395 713 (PS)

Counseling Techniques
Adult Career Counseling in a New Age. ERIC Digest No. 167.
ED 389 881 (CE)
Family Counseling in the Schools. Effective Strategies and Interventions for Counselors, Psychologists and Therapists.
ED 393 058 (CG)
Mental Health Counseling Assessment: Broadening One's Understanding of the Client and the Clients Presenting Concerns. ERIC Digest.
ED 388 883 (CG)

Counselor Certification
The Role of Assessment in Counselor Certification. ERIC Digest.
ED 388 885 (CG)

Counselor Evaluation
Assessment of Counselor Performance. ERIC Digest.
ED 388 886 (CG)
The Role of Assessment in Counselor Certification. ERIC Digest.
ED 388 885 (CG)

Counselor Performance
Assessment of Counselor Performance. ERIC Digest.
ED 388 886 (CG)

Counselor Teacher Cooperation
New Assessment Methods for School Counselors. ERIC Digest.
ED 388 888 (CG)

Counselors
Using Buros Institute of Mental Measurements Materials in Counseling and Therapy. ERIC Digest.
ED 391 987 (CG)

Course Integrated Library Instruction
Computer Skills for Information Problem-Solving: Learning and Teaching Technology in Context. ERIC Digest.
ED 392 463 (IR)

Course Selection (Students)
How To Promote the Science and Mathematics Achievement of Females and Minorities. For Parents/about Parents.
ED 396 013 (UD)

Court Litigation
Tenure, Promotion, and Reappointment: Legal and Administrative Implications. ASHE-ERIC Higher Education Report No. 1.
ED 396 608 (HE)
Tenure, Promotion, and Reappointment: Legal and Administrative Implications. ERIC Digest.
ED 396 607 (HE)

Creative Development
Encouraging Creativity in Early Childhood Classrooms. ERIC Digest.
ED 389 474 (PS)

Creative Expression
Encouraging Creativity in Early Childhood Classrooms. ERIC Digest.
ED 389 474 (PS)

Creative Writing
Teaching Creative Writing in the Elementary School. ERIC Digest.
ED 391 182 (CS)
Using Mythic-Archetypal Approaches in the Language Arts. ERIC Digest.
ED 394 147 (CS)

Creativity
Encouraging Creativity in Early Childhood Classrooms. ERIC Digest.
ED 389 474 (PS)

Credentials
The Role of Assessment in Counselor Certification. ERIC Digest.
ED 388 885 (CG)

Cross Age Teaching
Cross-Age Tutoring in the Literacy Club. ERIC Digest.
ED 386 949 (FL)

Cross Cultural Studies
Database of Teaching Materials on Japan: An Annotated Guide.
ED 389 630 (SO)
Guide to Teaching Materials on Japan. Revised Edition of the 1994 Database of Teaching Materials on Japan.
ED 390 780 (SO)

Cultural Awareness
A Community Guide to Multicultural Education Programs. For Parents/about Parents.
ED 396 011 (UD)
Database of Teaching Materials on Japan: An Annotated Guide.
ED 389 630 (SO)
A Guide to Communicating with Asian American Families. For Parents/about Parents.
ED 396 014 (UD)
Guide to Teaching Materials on Japan. Revised Edition of the 1994 Database of Teaching Materials on Japan.
ED 390 780 (SO)
Multicultural Assessment. ERIC Digest.
ED 391 112 (CG)

Cultural Context
Inclusive Adult Learning Environments. ERIC Digest No. 162.
ED 385 779 (CE)

Cultural Differences
La Participacion de los Padres en los Programas Preescolares. (Hispanic Parent Involvement in Early Childhood Programs.) ERIC Digest.
ED 397 993 (PS)

Cultural Education
Database of Teaching Materials on Japan: An Annotated Guide.
ED 389 630 (SO)
Guide to Teaching Materials on Japan. Revised Edition of the 1994 Database of Teaching Materials on Japan.
ED 390 780 (SO)

Cultural Traits
Fostering Second Language Development in Young Children. ERIC Digest.
ED 386 950 (FL)
Hispanic-American Students and Learning Style. ERIC Digest.
ED 393 607 (PS)
La Participacion de los Padres en los Programas Preescolares. (Hispanic Parent Involvement in Early Childhood Programs.) ERIC Digest.
ED 397 993 (PS)

Culturally Relevant Education
Drop-Out Rates among American Indian and Alaska Native Students: Beyond Cultural Discontinuity. ERIC Digest.
ED 388 492 (RC)

Culture Conflict
Drop-Out Rates among American Indian and Alaska Native Students: Beyond Cultural Discontinuity. ERIC Digest.
ED 388 492 (RC)

Culture Fair Tests
Item Bias Review. ERIC/AE Digest.
ED 398 241 (TM)
Multicultural Assessment. ERIC Digest.
ED 391 112 (CG)
Writing Multiple-Choice Test Items. ERIC/AE Digest.
ED 398 236 (TM)

Curriculum
Locating Vocational Education Curriculum and Instructional Materials. ERIC Digest.
ED 395 215 (CE)

Curriculum Design
Integrating Language and Content: Lessons from Immersion. ERIC Digest.
ED 390 284 (FL)
Middle Schools and Foreign Languages: A View for the Future. ERIC Digest.
ED 392 246 (FL)

Curriculum Development
A Community Guide to Multicultural Education Programs. For Parents/about Parents.
ED 396 011 (UD)
Curriculum Models for General Education. New Directions for Community Colleges, Number 92.
ED 388 361 (JC)
Integrative Education.
ED 390 141 (EA)
Selling Workplace ESL Instructional Programs. ERIC Digest.
ED 392 315 (FL)

Dance Education
Use of Computer-based Technology in Health, Physical Education, Recreation, and Dance. ERIC Digest.
ED 390 874 (SP)

Data Collection
Mental Health Counseling Assessment: Broadening One's Understanding of the Client and the Clients Presenting Concerns. ERIC Digest.
ED 388 883 (CG)

Databases
ERIC Digests: An Annotated Bibliography of All ERIC Digests Announced in the ERIC Database, April 1993 - March 1996.
ED 395 589 (IR)
Locating Vocational Education Curriculum and Instructional Materials. ERIC Digest.
ED 395 215 (CE)

Decision Making
Student Ratings Offer Useful Input to Teacher Evaluations. ERIC/AE Digest.
ED 398 240 (TM)
Will a Focus School Meet the Needs of Your Child? For Parents/about Parents.
ED 396 017 (UD)

Democracy
Building Civic Education for Democracy in Poland.
ED 396 986 (SO)

Design Requirements
Local Area Networks for K-12 Schools. ERIC Digest.
ED 389 277 (IR)

Differences
Community Colleges and Proprietary Schools: Conflict or Convergence? New Directions for Community Colleges, Number 91.
ED 387 193 (JC)

Differentiated Curriculum (Gifted)
Differentiating Instruction for Advanced Learners in the Mixed-Ability Middle School Classroom. ERIC Digest E536.
ED 389 141 (EC)

Disabilities
Overview of ADA, IDEA, and Section 504. ERIC Digest E537.
ED 389 142 (EC)
Testing Students with Disabilities. ERIC Digest.
ED 391 984 (CG)
VISAGE: Videos in Special and Gifted Education [Machine-Readable Data File.]
ED 386 879 (EC)

Disability Identification
Assessment of Preschool Children. ERIC Digest.
ED 389 964 (CG)
Screening for Special Diagnoses. ERIC Digest.
ED 389 965 (CG)

Disadvantaged Youth
Downsizing Schools in Big Cities. ERIC Digest. No. 112.
ED 393 958 (UD)
School Dropouts: New Information about an Old Problem. ERIC/CUE Digest, Number 109.
ED 386 515 (UD)

Discipline Based Art Education
Art Education in the Social Studies. ERIC Digest.
ED 393 787 (SO)

Discontinuity
Drop-Out Rates among American Indian and Alaska Native Students: Beyond Cultural Discontinuity. ERIC Digest.
ED 388 492 (RC)

Discussion Groups
An Introduction to Internet Resources for K-12 Educators. Part II: Question Answering, Listservs, Discussion Groups, Update 1996. ERIC Digest.
ED 391 461 (IR)

Distance Education
Distance Learning, the Internet, and the World Wide Web. ERIC Digest.
ED 395 214 (CE)
Science Education in the Rural United States. Implications for the Twenty-First Century. A Yearbook of the Association for the Education of Teachers in Science.
ED 390 649 (SE)

Distractors (Tests)
More Multiple-Choice Item Writing Do's and Don'ts. ERIC/AE Digest.
ED 398 238 (TM)
Writing Multiple-Choice Test Items. ERIC/AE Digest.
ED 398 236 (TM)

Diversity (Institutional)
Achieving Administrative Diversity. New Directions for Community Colleges, Number 94.
ED 397 884 (JC)
Achieving Administrator Diversity. ERIC Digest.
ED 395 616 (JC)
Creating and Maintaining a Diverse Faculty. ERIC Digest.
ED 386 261 (JC)

Diversity (Student)
Improving Learning in Science and Basic Skills among Diverse Student Populations.
ED 390 655 (SE)

Documentation
ERIC Digests: An Annotated Bibliography of All ERIC Digests Announced in the ERIC Database, April 1993 - March 1996.
ED 395 589 (IR)

Downsizing
Downsizing Schools in Big Cities. ERIC Digest No. 112.
ED 393 958 (UD)

Dropout Prevention
Adult Learner Retention Revisited. ERIC Digest No. 166.
ED 389 880 (CE)

Dropout Research
Retention-Attrition in the Nineties. ERIC Digest.
ED 393 510 (JC)

Dropouts
New Information on Youth Who Drop Out: Why They Leave and What Happens to Them. For Parents/about Parents.
ED 396 006 (UD)
School Dropouts: New Information about an Old Problem. ERIC/CUE Digest, Number 109.
ED 386 515 (UD)

Due Process
Tenure, Promotion, and Reappointment: Legal and Administrative Implications. ASHE-ERIC Higher Education Report No. 1.
ED 396 608 (HE)
Tenure, Promotion, and Reappointment: Legal and Administrative Implications. ERIC Digest.
ED 396 607 (HE)

Early Adolescents
Supporting Girls in Early Adolescence. ERIC Digest.
ED 386 331 (PS)

Early Childhood Education
Helping Early Childhood Teacher Education Students Learn about the Internet. ERIC Digest.
ED 395 714 (PS)
La Participacion de los Padres en los Programas Preescolares. (Hispanic Parent Involvement in Early Childhood Programs.) ERIC Digest.
ED 397 993 (PS)

Early Intervention
Reading Recovery. ERIC Digest.
ED 386 713 (CS)

Economic Change
European Unification: A Conceptual Guide for Educators.
ED 388 606 (SO)

Economic Development
European Unification: A Conceptual Guide for Educators.
ED 388 606 (SO)

Economics
European Unification: A Conceptual Guide for Educators.
ED 388 606 (SO)

Education
ERIC Clearinghouse Publications, 1994. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in Resources in Education (RIE) January-December 1994.
ED 394 527 (IR)
ERIC Clearinghouse Publications, 1995. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in Resources in Education (RIE) January-December 1995.
ED 395 595 (IR)

Education Majors
Helping Early Childhood Teacher Education Students Learn about the Internet. ERIC Digest.
ED 395 714 (PS)

Education Work Relationship
How To Prepare Your Children for Work. For Parents/about Parents.
ED 396 018 (UD)
Tech Prep Q & A: Information for Program Development. Information Series No. 364.
ED 391 105 (CE)

Educational Assessment
CACREP Accreditation: Assessment and Evaluation in the Standards and Process. ERIC Digest.
ED 388 884 (CG)
Emerging Student Assessment Systems for School Reform. ERIC Digest.
ED 389 959 (CG)
A Guide to Assessing and Placing Language Minority Students. For Parents/about Parents.
ED 396 016 (UD)
New Assessment Methods for School Counselors. ERIC Digest.
ED 388 888 (CG)
Sound Performance Assessments in the Guidance Context. ERIC Digest.
ED 388 889 (CG)

Educational Attainment
Mexican American Women: Schooling, Work, and Family. ERIC Digest.
ED 388 490 (RC)

Educational Change
Curriculum Models for General Education. New Directions for Community Colleges, Number 92.
ED 388 361 (JC)
Downsizing Schools in Big Cities. ERIC Digest. No. 112.
ED 393 958 (UD)
Emerging Student Assessment Systems for School Reform. ERIC Digest.
ED 389 959 (CG)
Local Schools of Thought: A Search for Purpose in Rural Education.
ED 391 635 (RC)
Proceedings of the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, Ohio, October 21-24, 1995). Volumes 1 and 2: Plenary Lectures, Discussion Groups, Research Papers, Oral Reports, and Poster Presentations.
ED 389 534 (SE)
SCANS and the New Vocationalism. ERIC Digest No. 165.
ED 389 879 (CE)
Taking Stock: The Movement To Create Mini-Schools, Schools-within-Schools, and Separate Small Schools. Urban Diversity Series No. 108.
ED 396 045 (UD)

Educational Discrimination
The Influence of Race and Ethnicity on Access to Postsecondary Education and the College Experience. ERIC Digest.
ED 386 242 (JC)

Educational Environment
El Fomento de la Elasticidad en los Ninos (Fostering Resilience in Children). ERIC Digest.
ED 397 991 (PS)
Fostering Resilience in Children. ERIC Digest.
ED 386 327 (PS)
Inclusive Adult Learning Environments. ERIC Digest No. 162.
ED 385 779 (CE)
The Influence of Race and Ethnicity on Access to Postsecondary Education and the College Experience. ERIC Digest.
ED 386 242 (JC)
Instructional Strategies for Migrant Students. ERIC Digest.
ED 388 491 (RC)
Opportunity To Learn Standards: Their Impact on Urban Students. ERIC/CUE Digest Number 110.
ED 389 816 (UD)
Redesigning Higher Education: Producing Dramatic Gains in Student Learning. ASHE-ERIC Higher Education Report No. 7.
ED 394 442 (HE)
Transforming School Culture: Stories, Symbols, Values & the Leader's Role.
ED 386 783 (EA)

Educational Experience
Alternatives to Ability Grouping: Still Unanswered Questions. ERIC/CUE Digest Number 111.
ED 390 947 (UD)

Educational Facilities Design
Local Area Networks for K-12 Schools. ERIC Digest.
ED 389 277 (IR)

Educational Finance
Projecting the Future of Community Colleges. ERIC Digest.
ED 388 351 (JC)

Educational Information
ERIC Clearinghouse Publications, 1994. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in Resources in Education (RIE) January-December 1994.
ED 394 527 (IR)
ERIC Clearinghouse Publications, 1995. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in Resources in Education (RIE) January-December 1995.
ED 395 595 (IR)

Educational Innovation
Restructuring and Vocational Education. Trends and Issues Alerts.
ED 391 918 (CE)

Educational Legislation
Overview of ADA, IDEA, and Section 504. ERIC Digest E537.
ED 389 142 (EC)

Educational Methods
Cluster Grouping of Gifted Students: How To Provide Full-Time Services on a Part-Time Budget. ERIC Digest E538.
ED 397 618 (EC)
Readings and Resources on Autism. ERIC Mini-Bib.
ED 392 199 (EC)

Educational Needs
Community Colleges International. ERIC Digest.
ED 393 504 (JC)

Educational Philosophy
Adult Education for Social Change: From Center Stage to the Wings and Back Again. Information Series No. 365.
ED 396 190 (CE)
Gifted Learners and the Middle School: Problem or Promise? ERIC Digest E535.
ED 386 832 (EC)
Philosophies and Approaches in Adult ESL Literacy Instruction. ERIC Digest.
ED 386 960 (FL)
Will a Focus School Meet the Needs of Your Child? For Parents/about Parents.
ED 396 017 (UD)

Educational Practices
Children of La Frontera: Binational Efforts To Serve Mexican Migrant and Immigrant Students.
ED 393 631 (RC)
Gifted Learners and the Middle School: Problem or Promise? ERIC Digest E535.
ED 386 832 (EC)
National Standards for School Health Education. ERIC Digest.
ED 387 483 (SP)
Preventing Youth Violence in Urban Schools: An Essay Collection. Urban Diversity Series No. 107.
ED 396 021 (UD)
Teacher Mentoring: A Critical Review. ERIC Digest.
ED 397 060 (SP)

Educational Principles
National Standards for School Health Education. ERIC Digest.
ED 387 483 (SP)
Spanish Language Briefs for Parents, 1995.
ED 390 630 (RC)

Educational Psychology
Creating a New Vision of School Psychology: Emerging Models of Psychological Practice in Schools.
ED 390 015 (CG)

BEST COPY AVAILABLE

Educational Quality
Assessment and Testing: Measuring Up to Expectations. ERIC Digest.
ED 391 559 (JC)
CACREP Accreditation: Assessment and Evaluation in the Standards and Process. ERIC Digest.
ED 388 884 (CG)
Redesigning Higher Education. Producing Dramatic Gains in Student Learning. ERIC Digest.
ED 394 441 (HE)
Redesigning Higher Education: Producing Dramatic Gains in Student Learning. ASHE-ERIC Higher Education Report No. 7.
ED 394 442 (HE)

Educational Research
Community College Scholarship. ERIC Digest.
ED 395 617 (JC)
ERIC Digests: An Annotated Bibliography of All ERIC Digests Announced in the ERIC Database, April 1993 - March 1996.
ED 395 589 (IR)

Educational Resources
An Introduction to Internet Resources for K-12 Educators. Part I: Information Resources, Update 1996. ERIC Digest.
ED 391 460 (IR)
An Introduction to Internet Resources for K-12 Educators. Part II: Question Answering, Listservs, Discussion Groups, Update 1996. ERIC Digest.
ED 391 461 (IR)
K-12 Computer Networking.
ED 392 413 (IR)
Practical Suggestions for Teaching Global Education. ERIC Digest.
ED 395 924 (SP)

Educational Strategies
Achieving Administrative Diversity. New Directions for Community Colleges, Number 94.
ED 397 884 (JC)
Drop-Out Rates among American Indian and Alaska Native Students: Beyond Cultural Discontinuity. ERIC Digest.
ED 388 492 (RC)
Instructional Strategies for Migrant Students. ERIC Digest.
ED 388 491 (RC)
What Works in Schools: Form and Reform for the 21st Century.
ED 397 513 (EA)

Educational Technology
The Field of Educational Technology: Update 1995—A Dozen Frequently Asked Questions. ERIC Digest.
ED 387 117 (IR)
A Guide to Computer Learning in Your Child's School. For Parents/about Parents.
ED 396 010 (UD)
K-12 Technology Planning at State, District, and Local Levels. ERIC Digest.
ED 393 448 (IR)
The Role of the Rural Community College in Rural Community Development. ERIC Digest.
ED 391 558 (JC)
Trends in Educational Technology 1995.
ED 396 717 (IR)
Use of Computer-based Technology in Health, Physical Education, Recreation, and Dance. ERIC Digest.
ED 390 874 (SP)

Educational Testing
Assessment Skills for School Counselors. ERIC Digest.
ED 387 709 (CG)

Educational Trends
Community Colleges International. ERIC Digest.
ED 393 504 (JC)
Curriculum Models for General Education. New Directions for Community Colleges, Number 92.
ED 388 361 (JC)
Projecting the Future of Community Colleges. ERIC Digest.
ED 388 351 (JC)
Tech Prep. Trends and Issues Alerts.
ED 394 060 (CE)
Trends in Educational Technology 1995.
ED 396 717 (IR)

Educationally Disadvantaged
A Guide to Promoting Children's Education in Homeless Families. For Parents/about Parents.
ED 396 015 (UD)
Women and Literacy. Trends and Issues Alerts.
ED 391 919 (CE)

Electronic Mail
Internet Basics: Update 1996. ERIC Digest.
ED 392 466 (IR)
Internet Resources for Guidance Personnel. ERIC Digest.
ED 391 988 (CG)
An Introduction to Internet Resources for K-12 Educators. Part II: Question Answering, Listservs, Discussion Groups, Update 1996. ERIC Digest.
ED 391 461 (IR)

Electronic Publishing
Electronic Portfolios: A New Idea in Assessment. ERIC Digest.
ED 390 377 (IR)

Elementary School Students
Advertising in the Schools. ERIC Digest.
ED 389 473 (PS)
Hispanic-American Students and Learning Style. ERIC Digest.
ED 393 607 (PS)
La Violencia y el Desarrollo de los Ninos (Violence and Young Children's Development). ERIC Digest.
ED 397 990 (PS)

Emergent Literacy
School Readiness and Children's Developmental Status. ERIC Digest.
ED 389 475 (PS)

Employee Responsibility
Career Resilience in a Changing Workplace. Information Series No. 366.
ED 396 191 (CE)

Employer Attitudes
Older Workers. Myths and Realities.
ED 392 894 (CE)

Employer Employee Relationship
Career Resilience in a Changing Workplace. Information Series No. 366.
ED 396 191 (CE)

Employment
Mexican American Women: Schooling, Work, and Family. ERIC Digest.
ED 388 490 (RC)

Employment Opportunities
The Impact of Vocational Education on Racial and Ethnic Minorities. ERIC/CUE Digest, Number 108.
ED 386 514 (UD)

Employment Patterns
Career Development in Generation X. Myths and Realities.
ED 388 801 (CE)

Employment Potential
Assessing Employability Skills. ERIC Digest.
ED 391 109 (CG)
How To Prepare Your Children for Work. For Parents/about Parents.
ED 396 018 (UD)
New Information on Youth Who Drop Out: Why They Leave and What Happens to Them. For Parents/about Parents.
ED 396 006 (UD)
SCANS and the New Vocationalism. ERIC Digest No. 165.
ED 389 879 (CE)

Employment Practices
Older Workers. Myths and Realities.
ED 392 894 (CE)

Employment Qualifications
Careers in the Environment. Trends and Issues Alerts.
ED 391 920 (CE)

Empowerment
Saving the Native Son: Empowerment Strategies for Young Black Males.
ED 393 059 (CG)
Women and Literacy. Trends and Issues Alerts.
ED 391 919 (CE)

English
A Guide to Assessing and Placing Language Minority Students. For Parents/about Parents.
ED 396 016 (UD)
A Guide to Teaching English and Science Together. For Parents/about Parents.
ED 396 007 (UD)

English (Second Language)
Adult ESL Learner Assessment: Purposes and Tools. ERIC Digest.
ED 386 962 (FL)
Cross-Age Tutoring in the Literacy Club. ERIC Digest.
ED 386 949 (FL)
Evaluating Workplace ESL Instructional Programs. ERIC Digest.
ED 386 961 (FL)
Numeracy in the Adult ESL Classroom. ERIC Digest.
ED 392 316 (FL)
Philosophies and Approaches in Adult ESL Literacy Instruction. ERIC Digest.
ED 386 960 (FL)
Practical Ideas on Alternative Assessment for ESL Students. ERIC Digest.
ED 395 500 (FL)
Selling Workplace ESL Instructional Programs. ERIC Digest.
ED 392 315 (FL)
Serving Linguistically and Culturally Diverse Students: Strategies for the School Librarian. ERIC Digest.
ED 390 283 (FL)
Union-Sponsored Workplace ESL Instruction. ERIC Digest.
ED 392 317 (FL)

Enrichment Activities
Differentiating Instruction for Advanced Learners in the Mixed-Ability Middle School Classroom. ERIC Digest E536.
ED 389 141 (EC)

Enrollment
Downsizing Schools in Big Cities. ERIC Digest, No. 112.
ED 393 958 (UD)

Entry Level Skills
How To Prepare Your Children for Work. For Parents/about Parents.
ED 396 018 (UD)

Environmental Awareness
Recommended Competencies for Outdoor Educators. ERIC Digest.
ED 391 624 (RC)

Environmental Education
Careers in the Environment. Trends and Issues Alerts.
ED 391 920 (CE)

Environmental Occupations
Careers in the Environment. Trends and Issues Alerts.
ED 391 920 (CE)

Environmental Technicians
Careers in the Environment. Trends and Issues Alerts.
ED 391 920 (CE)

Equal Education
The Influence of Race and Ethnicity on Access to Postsecondary Education and the College Experience. ERIC Digest.
ED 386 242 (JC)

Opportunity To Learn Standards: Their Impact on Urban Students. ERIC/CUE Digest Number 110.
ED 389 816 (UD)

Equal Opportunities (Jobs)
Achieving Administrative Diversity. New Directions for Community Colleges, Number 94
ED 397 884 (JC)

ERIC
ERIC Clearinghouse Publications, 1994. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in Resources in Education (RIE) January-December 1994.
ED 394 527 (IR)
ERIC Clearinghouse Publications, 1995. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in Resources in Education (RIE) January-December 1995.
ED 395 595 (IR)
K-12 Computer Networking.
ED 392 413 (IR)
Locating Resources on Professional Development Schools. ERIC Digest.
ED 398 216 (SP)

ERIC Digests
ERIC Digests: An Annotated Bibliography of All ERIC Digests Announced in the ERIC Database, April 1993 - March 1996.
ED 395 589 (IR)
Redesigning Higher Education. Producing Dramatic Gains in Student Learning. ERIC Digest.
ED 394 441 (HE)
Student Learning Outside the Classroom: Transcending Artificial Boundaries. ERIC Digest.
ED 394 443 (HE)

Ethics
Ethical Leadership. ERIC Digest, Number 107.
ED 397 463 (EA)
Ethics in Assessment. ERIC Digest.
ED 391 111 (CG)

Ethnic Groups
The Impact of Vocational Education on Racial and Ethnic Minorities. ERIC/CUE Digest, Number 108.
ED 386 514 (UD)

European History
European Unification: A Conceptual Guide for Educators.
ED 388 606 (SO)

Evaluation
Assessment Skills of Counselors, Principals, and Teachers. ERIC Digest.
ED 387 708 (CG)
Ethics in Assessment. ERIC Digest.
ED 391 111 (CG)
Using Buros Institute of Mental Measurements Materials in Counseling and Therapy. ERIC Digest.
ED 391 987 (CG)

Evaluation Criteria
Sound Performance Assessments in the Guidance Context. ERIC Digest.
ED 388 889 (CG)

Evaluation Methods
Assessing Career Certainty and Choice Status. ERIC Digest.
ED 391 107 (CG)
Assessing Employability Skills. ERIC Digest.
ED 391 109 (CG)
Assessment in Career Counseling. ERIC Digest.
ED 389 966 (CG)
Assessment of Abilities. ERIC Digest.
ED 389 960 (CG)
Assessment of Counselor Performance. ERIC Digest.
ED 388 886 (CG)
Assessment of Preschool Children. ERIC Digest.
ED 389 964 (CG)
Assessment of Self-Concept. ERIC Digest.
ED 389 962 (CG)
Computer-Assisted Testing in Counseling and Therapy. ERIC Digest.
ED 391 983 (CG)
Emerging Student Assessment Systems for School Reform. ERIC Digest.
ED 389 959 (CG)
Gender Differences in Adolescent Career Exploration. ERIC Digest.
ED 391 108 (CG)
Interest Assessment. ERIC Digest.
ED 389 961 (CG)
Item Bias Review. ERIC/AE Digest.
ED 398 241 (TM)
Mental Health Counseling Assessment: Broadening One's Understanding of the Client and the Clients Presenting Concerns. ERIC Digest.
ED 388 883 (CG)
New Assessment Methods for School Counselors. ERIC Digest.
ED 388 888 (CG)
Opportunity To Learn Standards: Their Impact on Urban Students. ERIC/CUE Digest Number 110.
ED 389 816 (UD)
Portfolios for Assessment and Instruction. ERIC Digest.
ED 388 890 (CG)
Practical Ideas on Alternative Assessment for ESL Students. ERIC Digest.
ED 395 500 (FL)
Screening for Special Diagnoses. ERIC Digest.
ED 389 965 (CG)
Sound Performance Assessments in the Guidance Context. ERIC Digest.
ED 388 889 (CG)

Evaluation Needs
Assessment Skills for School Counselors. ERIC Digest.
ED 387 709 (CG)

Evaluation Problems
Fairness in Performance Assessment. ERIC Digest.
ED 391 982 (CG)
Multicultural Assessment. ERIC Digest.
ED 391 112 (CG)
Testing Students with Disabilities. ERIC Digest.
ED 391 984 (CG)

Evaluation Research
Assessment Skills of Counselors, Principals, and Teachers. ERIC Digest.
ED 387 708 (CG)

Evaluators
Cooperation between School Psychologists and Counselors in Assessment. ERIC Digest.
ED 391 986 (CG)

Excellence in Education
What Works in Schools: Form and Reform for the 21st Century.
ED 397 513 (EA)

Experiential Learning
Just beyond the Classroom: Community Adventures for Interdisciplinary Learning.
ED 388 485 (RC)
New Ways of Learning in the Workplace. ERIC Digest No. 161.
ED 385 778 (CE)
Recommended Competencies for Outdoor Educators. ERIC Digest.
ED 391 624 (RC)
Student Learning Outside the Classroom: Transcending Artificial Boundaries. ASHE-ERIC Higher Education Report No. 8.
ED 394 444 (HE)
Student Learning Outside the Classroom: Transcending Artificial Boundaries. ERIC Digest.
ED 394 443 (HE)
What Works in Schools: Form and Reform for the 21st Century.
ED 397 513 (EA)

Expressive Language
Teaching Expressive Writing. ERIC Digest.
ED 396 338 (CS)

Expressive Writing
Teaching Expressive Writing. ERIC Digest.
ED 396 338 (CS)

Extracurricular Activities
Student Learning Outside the Classroom: Transcending Artificial Boundaries. ASHE-ERIC Higher Education Report No. 8.
ED 394 444 (HE)

Fables
The Online Classroom: Teaching with the Internet.
ED 391 193 (CS)

Faculty Integration
Creating and Maintaining a Diverse Faculty. ERIC Digest.
ED 386 261 (JC)

Faculty Promotion
Tenure, Promotion, and Reappointment: Legal and Administrative Implications. ERIC Digest.
ED 396 607 (HE)

Faculty Recruitment
Achieving Administrator Diversity. ERIC Digest.
ED 395 616 (JC)
Creating and Maintaining a Diverse Faculty. ERIC Digest.
ED 386 261 (JC)

Family Characteristics
Family Role in Career Development. ERIC Digest No. 164.
ED 389 878 (CE)
A Guide to Promoting Children's Education in Homeless Families. For Parents/about Parents.
ED 396 015 (UD)

Family Counseling
Family Counseling in the Schools. Effective Strategies and Interventions for Counselors, Psychologists and Therapists.
ED 393 058 (CG)

Family Influence
Family Role in Career Development. ERIC Digest No. 164.
ED 389 878 (CE)

Family Involvement
Forging Partnerships between Mexican American Parents and the Schools. ERIC Digest.
ED 388 489 (RC)

Family Role
Family Role in Career Development. ERIC Digest No. 164.
ED 389 878 (CE)

Family School Relationship
Parent, Family, and Community Involvement in the Middle Grades. ERIC Digest.
ED 387 273 (PS)

Family Work Relationship
Adult Career Counseling in a New Age. ERIC Digest No. 167.
ED 389 881 (CE)

Federal Aid
Financing Preschool for All Children. ERIC Digest.
ED 389 471 (PS)

Federal Legislation
Overview of ADA, IDEA, and Section 504. ERIC Digest E537.
ED 389 142 (EC)

Females
How To Promote the Science and Mathematics Achievement of Females and Minorities. For Parents/about Parents.
ED 396 013 (UD)
Mexican American Women: Schooling, Work, and Family. ERIC Digest.
ED 388 490 (RC)
Supporting Girls in Early Adolescence. ERIC Digest.
ED 386 331 (PS)
Women and Literacy. Trends and Issues Alerts.
ED 391 919 (CE)

Financial Support
Financing Preschool for All Children. ERIC Digest.
ED 389 471 (PS)

BEST COPY AVAILABLE

Flexible Scheduling
Block Scheduling. ERIC Digest, Number 104.
ED 393 156 (EA)

Focus Groups Approach
Evaluating Workplace ESL Instructional Programs. ERIC Digest.
ED 386 961 (FL)

Foreign Countries
Community Colleges International. ERIC Digest.
ED 393 504 (JC)

Foundations of Education
Recommended Competencies for Outdoor Educators. ERIC Digest.
ED 391 624 (RC)

Freedom of Speech
Politically Correct on Campus. ERIC Digest.
ED 390 094 (CS)

Fugitive Literature
Locating Resources on Professional Development Schools. ERIC Digest.
ED 398 216 (SP)

General Education
Curriculum Models for General Education. New Directions for Community Colleges, Number 92.
ED 388 361 (JC)

Generation X
Career Development in Generation X: Myths and Realities.
ED 388 801 (CE)

Geographic Location
Using Literature To Teach Geography in High Schools. ERIC Digest.
ED 393 786 (SO)

Geography
Using Literature To Teach Geography in High Schools. ERIC Digest.
ED 393 786 (SO)

Geography Instruction
Using Literature To Teach Geography in High Schools. ERIC Digest.
ED 393 786 (SO)

Gifted
Cluster Grouping of Gifted Students: How To Provide Full-Time Services on a Part-Time Budget. ERIC Digest E538.
ED 397 618 (EC)
VISAGE: Videos in Special and Gifted Education [Machine-Readable Data File.]
ED 386 879 (EC)

Global Education
Practical Suggestions for Teaching Global Education. ERIC Digest.
ED 395 924 (SP)

Government School Relationship
Projecting the Future of Community Colleges. ERIC Digest.
ED 388 351 (JC)

Grades (Scholastic)
Grading Students. ERIC/AE Digest.
ED 398 239 (TM)

Grading
Grading Students. ERIC/AE Digest.
ED 398 239 (TM)

Grouping (Instructional Purposes)
Cluster Grouping of Gifted Students: How To Provide Full-Time Services on a Part-Time Budget. ERIC Digest E538.
ED 397 618 (EC)

Hands on Science
Improving Learning in Science and Basic Skills among Diverse Student Populations.
ED 390 655 (SE)

Health Education
Use of Computer-based Technology in Health, Physical Education, Recreation, and Dance. ERIC Digest.
ED 390 874 (SP)

Heterogeneous Grouping
Alternatives to Ability Grouping: Still Unanswered Questions. ERIC/CUE Digest Number 111.
ED 390 947 (UD)
Differentiating Instruction for Advanced Learners in the Mixed-Ability Middle School Classroom. ERIC Digest E536.
ED 389 141 (EC)

High School Equivalency Programs
New Information on Youth Who Drop Out: Why They Leave and What Happens to Them. For Parents/about Parents.
ED 396 006 (UD)

High School Graduates
The Impact of Vocational Education on Racial and Ethnic Minorities. ERIC/CUE Digest, Number 108.
ED 386 514 (UD)

High School Students
School Dropouts: New Information about an Old Problem. ERIC/CUE Digest, Number 109.
ED 386 515 (UD)

Higher Education
Politically Correct on Campus. ERIC Digest.
ED 390 094 (CS)

Hispanic American Culture
Hispanic-American Students and Learning Style. ERIC Digest.
ED 393 607 (PS)

Hispanic American Students
Forging Partnerships between Mexican American Parents and the Schools. ERIC Digest.
ED 388 489 (RC)
Hispanic-American Students and Learning Style. ERIC Digest.
ED 393 607 (PS)

Hispanic Americans
Hispanic-American Students and Learning Style. ERIC Digest.
ED 393 607 (PS)
La Participacion de los Padres en los Programas Preescolares. (Hispanic Parent Involvement in Early Childhood Programs.) ERIC Digest.
ED 397 993 (PS)

Holistic Approach
Integrative Education. ERIC Digest, Number 101.
ED 390 112 (EA)

Homeless People
A Guide to Promoting Children's Education in Homeless Families. For Parents/about Parents.
ED 396 015 (UD)

House School
Taking Stock: The Movement To Create Mini-Schools, Schools-within-Schools, and Separate Small Schools. Urban Diversity Series No. 108.
ED 396 045 (UD)

Human Relations
A Community Guide to Multicultural Education Programs. For Parents/about Parents.
ED 396 011 (UD)

Illiteracy
The Role of the Rural Community College in Rural Community Development. ERIC Digest.
ED 391 558 (JC)

Imagery
Using Mythic-Archetypal Approaches in the Language Arts. ERIC Digest.
ED 394 147 (CS)

Immersion Programs
Integrating Language and Content: Lessons from Immersion. ERIC Digest.
ED 390 284 (FL)

In Plant Programs
Evaluating Workplace ESL Instructional Programs. ERIC Digest.
ED 386 961 (FL)

Incidental Learning
New Ways of Learning in the Workplace. ERIC Digest No. 161.
ED 385 778 (CE)

Inclusive Schools
Cluster Grouping of Gifted Students: How To Provide Full-Time Services on a Part-Time Budget. ERIC Digest E538.
ED 397 618 (EC)

Individual Development
Taking Personal and Professional Contexts into Account in the Basic Public Speaking Course. ERIC Digest.
ED 392 111 (CS)
Using Mythic-Archetypal Approaches in the Language Arts. ERIC Digest.
ED 394 147 (CS)

Individual Differences
Assessment of Temperament. ERIC Digest.
ED 389 963 (CG)

Individualized Instruction
Differentiating Instruction for Advanced Learners in the Mixed-Ability Middle School Classroom. ERIC Digest E536.
ED 389 141 (EC)

Individuals with Disabilities Education Act
Overview of ADA, IDEA, and Section 504. ERIC Digest E537.
ED 389 142 (EC)

Industrial Training
Selling Workplace ESL Instructional Programs. ERIC Digest.
ED 392 315 (FL)
Union-Sponsored Workplace ESL Instruction. ERIC Digest.
ED 392 317 (FL)

Informal Assessment
Electronic Portfolios: A New Idea in Assessment. ERIC Digest.
ED 390 377 (IR)

Information Centers
Locating Resources on Professional Development Schools. ERIC Digest.
ED 398 216 (SP)

Information Dissemination
ERIC Digests: An Annotated Bibliography of All ERIC Digests Announced in the ERIC Database, April 1993 - March 1996.
ED 395 589 (IR)

Information Literacy
Computer Skills for Information Problem-Solving: Learning and Teaching Technology in Context. ERIC Digest.
ED 392 463 (IR)

Information Retrieval
Internet Basics: Update 1996. ERIC Digest.
ED 392 466 (IR)
Locating Resources on Professional Development Schools. ERIC Digest.
ED 398 216 (SP)

Information Skills
Assessment Skills for School Counselors. ERIC Digest.
ED 387 709 (CG)
Assessment Skills of Counselors, Principals, and Teachers. ERIC Digest.
ED 387 708 (CG)
Computer Skills for Information Problem-Solving: Learning and Teaching Technology in Context. ERIC Digest.
ED 392 463 (IR)

Information Sources
An Introduction to Internet Resources for K-12 Educators. Part I: Information Resources, Update 1996. ERIC Digest.
ED 391 460 (IR)
An Introduction to Internet Resources for K-12 Educators. Part II: Question Answering, Listservs, Discussion Groups, Update 1996. ERIC Digest.
ED 391 461 (IR)

K-12 Computer Networking.
ED 392 413 (IR)
Rural Education Directory: Organizations and Resources, 1996.
ED 395 745 (RC)

Information Technology
Library Collection Development in an Electronic Age. ERIC Digest.
ED 392 467 (IR)

Inplant Programs
Selling Workplace ESL Instructional Programs. ERIC Digest.
ED 392 315 (FL)
Union-Sponsored Workplace ESL Instruction. ERIC Digest.
ED 392 317 (FL)

Inservice Teacher Education
Preparing Teachers for Conflict Resolution in the Schools. ERIC Digest.
ED 387 456 (SP)

Institutional Characteristics
Community Colleges and Proprietary Schools: Conflict or Convergence? New Directions for Community Colleges, Number 91.
ED 387 193 (JC)

Institutional Evaluation
Assessment and Testing: Measuring Up to Expectations. ERIC Digest.
ED 391 559 (JC)
Community College Scholarship. ERIC Digest.
ED 395 617 (JC)

Institutional Mission
Projecting the Future of Community Colleges. ERIC Digest.
ED 388 351 (JC)
Transforming School Culture: Stories, Symbols, Values & the Leader's Role.
ED 386 783 (EA)

Institutional Research
Community College Scholarship. ERIC Digest.
ED 395 617 (JC)

Instructional Effectiveness
A New Alliance: Continuous Quality and Classroom Effectiveness. ASHE-ERIC Higher Education Report No. 6.
ED 392 369 (HE)
A New Alliance: Continuous Quality and Classroom Effectiveness. ERIC Digest.
ED 392 368 (HE)
Redesigning Higher Education. Producing Dramatic Gains in Student Learning. ERIC Digest.
ED 394 441 (HE)
Redesigning Higher Education: Producing Dramatic Gains in Student Learning. ASHE-ERIC Higher Education Report No. 7.
ED 394 442 (HE)

Instructional Improvement
Student Ratings Offer Useful Input to Teacher Evaluations. ERIC/AE Digest.
ED 398 240 (TM)
Taking Teaching Seriously: Meeting the Challenge of Instructional Improvement. ASHE-ERIC Higher Education Report No. 2, 1995.
ED 396 616 (HE)
Taking Teaching Seriously: Meeting the Challenge of Instructional Improvement. ERIC Digest.
ED 396 615 (HE)

Instructional Innovation
Using Mythic-Archetypal Approaches in the Language Arts. ERIC Digest.
ED 394 147 (CS)
What Works in Schools: Form and Reform for the 21st Century.
ED 397 513 (EA)

Instructional Materials
Locating Vocational Education Curriculum and Instructional Materials. ERIC Digest.
ED 395 215 (CE)
Middle Schools and Foreign Languages: A View for the Future. ERIC Digest.
ED 392 246 (FL)

Integrated Curriculum
Integrating Language and Content: Lessons from Immersion. ERIC Digest.
ED 390 284 (FL)
Integrative Education.
ED 390 141 (EA)
Integrative Education. ERIC Digest, Number 101.
ED 390 112 (EA)
Restructuring and Vocational Education. Trends and Issues Alerts.
ED 391 918 (CE)

Integrated Services
Full-Service Schools.
ED 390 117 (EA)

Intellectual Development
Local Schools of Thought: A Search for Purpose in Rural Education.
ED 391 635 (RC)

Intellectual Disciplines
The Field of Educational Technology: Update 1995—A Dozen Frequently Asked Questions. ERIC Digest.
ED 387 117 (IR)

Intercultural Communication
Forging Partnerships between Mexican American Parents and the Schools. ERIC Digest.
ED 388 489 (RC)

Interdisciplinary Approach
A Guide to Teaching English and Science Together. For Parents/about Parents.
ED 396 007 (UD)
Integrative Education. ERIC Digest, Number 101.
ED 390 112 (EA)
Just beyond the Classroom: Community Adventures for Interdisciplinary Learning.
ED 388 485 (RC)

Interest Inventories
Interest Assessment. ERIC Digest.
ED 389 961 (CG)
Locating and Evaluating Career Assessment Instruments. ERIC Digest.
ED 391 989 (CG)

Interest Research
Interest Assessment. ERIC Digest.
ED 389 961 (CG)

International Educational Exchange
Children of La Frontera: Binational Efforts To Serve Mexican Migrant and Immigrant Students.
ED 393 631 (RC)

International Programs
Children of La Frontera: Binational Efforts To Serve Mexican Migrant and Immigrant Students.
ED 393 631 (RC)

International Relations
European Unification: A Conceptual Guide for Educators.
ED 388 606 (SO)

International Trade
European Unification: A Conceptual Guide for Educators.
ED 388 606 (SO)

Internet
Distance Learning, the Internet, and the World Wide Web. ERIC Digest.
ED 395 214 (CE)
Internet Basics: Update 1996. ERIC Digest.
ED 392 466 (IR)
Internet Resources for Guidance Personnel. ERIC Digest.
ED 391 988 (CG)
An Introduction to Internet Resources for K-12 Educators. Part I: Information Resources, Update 1996. ERIC Digest.
ED 391 460 (IR)
An Introduction to Internet Resources for K-12 Educators. Part II: Question Answering, Listservs, Discussion Groups, Update 1996. ERIC Digest.
ED 391 461 (IR)
The Online Classroom: Teaching with the Internet.
ED 391 193 (CS)
Use of Computer-based Technology in Health, Physical Education, Recreation, and Dance. ERIC Digest.
ED 390 874 (SP)
Using the Internet in Vocational Education. ERIC Digest No. 160.
ED 385 777 (CE)

Interpersonal Communication
Politically Correct on Campus. ERIC Digest.
ED 390 094 (CS)

Interpersonal Relationship
How To Help Your Child Avoid Violent Conflicts. For Parents/about Parents.
ED 396 008 (UD)

Interprofessional Relationship
Communication Skills. ERIC Digest, Number 102.
ED 390 114 (EA)
Gifted Learners and the Middle School: Problem or Promise? ERIC Digest E535.
ED 386 832 (EC)

Intervention
Retention-Attrition in the Nineties. ERIC Digest.
ED 393 510 (JC)
The School Psychologist's Role in School Assessment. ERIC Digest.
ED 391 985 (CG)

Interviews
Oral History in the Teaching of U.S. History. ERIC Digest.
ED 393 781 (SO)
Simulated Oral Proficiency Interviews: An Update. ERIC Digest.
ED 395 501 (FL)

Item Analysis
Basic Item Analysis for Multiple-Choice Tests. ERIC/AE Digest.
ED 398 237 (TM)

Item Bias
Item Bias Review. ERIC/AE Digest.
ED 398 241 (TM)

Item Writing
More Multiple-Choice Item Writing Do's and Don'ts. ERIC/AE Digest.
ED 398 238 (TM)
Writing Multiple-Choice Test Items. ERIC/AE Digest.
ED 398 236 (TM)

Japan
Database of Teaching Materials on Japan: An Annotated Guide.
ED 389 630 (SO)
Guide to Teaching Materials on Japan. Revised Edition of the 1994 Database of Teaching Materials on Japan.
ED 390 780 (SO)

Job Performance
Older Workers. Myths and Realities.
ED 392 894 (CE)

Job Skills
Assessing Employability Skills. ERIC Digest.
ED 391 109 (CG)

Job Training
How To Prepare Your Children for Work. For Parents/about Parents.
ED 396 018 (UD)
Job Training versus Career Development: What Is Voc Ed's Role? ERIC Digest.
ED 395 217 (CE)

Journal Writing
Teaching Expressive Writing. ERIC Digest.
ED 396 338 (CS)
Writing as a Response to Reading. ERIC Digest.
ED 386 734 (CS)

Juvenile Gangs
Preventing Youth Violence in Urban Schools: An Essay Collection. Urban Diversity Series No. 107.
ED 396 021 (UD)

Juvenile Justice
Linking Law-Related Education to Reducing Violence by and against Youth. ERIC Digest.
ED 387 431 (SO)

Knowledge Base for Teaching
Infusing Technology into Preservice Teacher Education. ERIC Digest.
ED 389 699 (SP)
Recommended Competencies for Outdoor Educators. ERIC Digest.
ED 391 624 (RC)

Labor Force Development
The Learning Organization. Myths and Realities.
ED 388 802 (CE)

Language
Improving Learning in Science and Basic Skills among Diverse Student Populations.
ED 390 655 (SE)

Language Acquisition
The Vocational and Language Development of Limited English Proficient Adults. Information Series No. 363.
ED 391 104 (CE)

Language Arts
Using Mythic-Archetypal Approaches in the Language Arts. ERIC Digest.
ED 394 147 (CS)

Language Experience Approach
Philosophies and Approaches in Adult ESL Literacy Instruction. ERIC Digest.
ED 386 960 (FL)

Language Minorities
A Guide to Assessing and Placing Language Minority Students. For Parents/about Parents.
ED 396 016 (UD)

Language Proficiency
Simulated Oral Proficiency Interviews: An Update. ERIC Digest.
ED 395 501 (FL)

Language Role
Cross-Age Tutoring in the Literacy Club. ERIC Digest.
ED 386 949 (FL)
Fostering Second Language Development in Young Children. ERIC Digest.
ED 386 950 (FL)
Poststructuralism as Theory and Practice in the English Classroom. ERIC Digest.
ED 387 794 (CS)

Language Skills
Oral Language Development across the Curriculum. K-12. ERIC Digest.
ED 389 029 (CS)

Language Tests
Adult ESL Learner Assessment: Purposes and Tools. ERIC Digest.
ED 386 962 (FL)
Simulated Oral Proficiency Interviews: An Update. ERIC Digest.
ED 395 501 (FL)

Language Usage
Politically Correct on Campus. ERIC Digest.
ED 390 094 (CS)

Law Related Education
Essentials of Law-Related Education. ERIC Digest.
ED 390 779 (SO)
Linking Law-Related Education to Reducing Violence by and against Youth. ERIC Digest.
ED 387 431 (SO)
Resources for Law-Related Education: Documents and Journal Articles in ERIC, 1994.
ED 388 534 (SO)
Resources on Law-Related Education: Documents and Journal Articles in ERIC, 1995. Yearbook No. 2.
ED 394 895 (SO)

Leadership
Ethical Leadership. ERIC Digest, Number 107.
ED 397 463 (EA)
Transforming School Culture: Stories, Symbols, Values & the Leader's Role.
ED 386 783 (EA)

Leadership Qualities
Ethical Leadership. ERIC Digest, Number 107.
ED 397 463 (EA)

Learning Activities
Helping Early Childhood Teacher Education Students Learn about the Internet. ERIC Digest.
ED 395 714 (PS)
Practical Suggestions for Teaching Global Education. ERIC Digest.
ED 395 924 (SP)

Learning Disabilities
Beginning Reading and Phonological Awareness for Students with Learning Disabilities. ERIC Digest #E540.
ED 392 197 (EC)
Readings and Resources about Reading Instruction for Young Children with Learning Disabilities. Companion Mini-Bibliography to ERIC Digest #E540. ERIC Minibib.
ED 392 198 (EC)

Learning Organizations
The Learning Organization. Myths and Realities.
ED 388 802 (CE)

Learning Processes
Motivating Low Performing Adolescent Readers. ERIC Digest.
ED 396 265 (CS)

Learning Strategies
Instructional Strategies for Migrant Students. ERIC Digest.
ED 388 491 (RC)
Teaching Young Children about Native Americans. ERIC Digest.
ED 394 744 (PS)

Legal Rights
Preventing Youth Violence in Urban Schools: An Essay Collection. Urban Diversity Series No. 107.
ED 396 021 (UD)

Librarians
Serving Linguistically and Culturally Diverse Students: Strategies for the School Librarian. ERIC Digest.
ED 390 283 (FL)

Library Administration
Library Collection Development in an Electronic Age. ERIC Digest.
ED 392 467 (IR)
Total Quality Management in Libraries. ERIC Digest.
ED 396 759 (IR)

Library Collection Development
Library Collection Development in an Electronic Age. ERIC Digest.
ED 392 467 (IR)

Library Planning
Total Quality Management in Libraries. ERIC Digest.
ED 396 759 (IR)

Library Role
Serving Linguistically and Culturally Diverse Students: Strategies for the School Librarian. ERIC Digest.
ED 390 283 (FL)

Lifelong Learning
Job Training versus Career Development: What Is Voc Ed's Role? ERIC Digest.
ED 395 217 (CE)

Limited English Speaking
A Guide to Assessing and Placing Language Minority Students. For Parents/about Parents.
ED 396 016 (UD)
A Guide to Teaching English and Science Together. For Parents/about Parents.
ED 396 007 (UD)
Improving Learning in Science and Basic Skills among Diverse Student Populations.
ED 390 655 (SE)
The Vocational and Language Development of Limited English Proficient Adults. Information Series No. 363.
ED 391 104 (CE)

Listening Skills
Communication Skills. ERIC Digest, Number 102.
ED 390 114 (EA)
Taking Personal and Professional Contexts into Account in the Basic Public Speaking Course. ERIC Digest.
ED 392 111 (CS)

Listserv Discussion Groups
Helping Early Childhood Teacher Education Students Learn about the Internet. ERIC Digest.
ED 395 714 (PS)

Listservs
An Introduction to Internet Resources for K-12 Educators. Part II: Question Answering, Listservs, Discussion Groups. Update 1996. ERIC Digest.
ED 391 461 (IR)

Literacy Education
Adult ESL Learner Assessment: Purposes and Tools. ERIC Digest.
ED 386 962 (FL)
Cross-Age Tutoring in the Literacy Club. ERIC Digest.
ED 386 949 (FL)
Evaluating Workplace ESL Instructional Programs. ERIC Digest.
ED 386 961 (FL)
Numeracy in the Adult ESL Classroom. ERIC Digest.
ED 392 316 (FL)
Philosophies and Approaches in Adult ESL Literacy Instruction. ERIC Digest.
ED 386 960 (FL)
Selling Workplace ESL Instructional Programs. ERIC Digest.
ED 392 315 (FL)
Union-Sponsored Workplace ESL Instruction. ERIC Digest.
ED 392 317 (FL)
Women and Literacy: Trends and Issues Alerts.
ED 391 919 (CE)

Literary Criticism
Poststructuralism as Theory and Practice in the English Classroom. ERIC Digest.
ED 387 794 (CS)

Literary Theory
Poststructuralism as Theory and Practice in the English Classroom. ERIC Digest.
ED 387 794 (CS)

Literature
Using Literature To Teach Geography in High Schools. ERIC Digest.
ED 393 786 (SO)

Local Area Networks
Local Area Networks for K-12 Schools. ERIC Digest.
ED 389 277 (IR)

Local History
Oral History in the Teaching of U.S. History. ERIC Digest.
ED 393 781 (SO)

Low Achievement
Motivating Low Performing Adolescent Readers. ERIC Digest.
ED 396 265 (CS)

Magnet Schools
Will a Focus School Meet the Needs of Your Child? For Parents/about Parents.
ED 396 017 (UD)

Males
Saving the Native Son: Empowerment Strategies for Young Black Males.
ED 393 059 (CG)

Marketing
Advertising in the Schools. ERIC Digest.
ED 389 473 (PS)

Mathematics Achievement
How To Promote the Science and Mathematics Achievement of Females and Minorities. For Parents/about Parents.
ED 396 013 (UD)

Mathematics Education
Proceedings of the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, Ohio, October 21-24, 1995) Volumes 1 and 2: Plenary Lectures, Discussion Groups, Research Papers, Oral Reports, and Poster Presentations.
ED 389 534 (SE)

Mathematics Instruction
A Guide to Teaching English and Science Together. For Parents/about Parents.
ED 396 007 (UD)
Not Just a Number: Critical Numeracy for Adults. ERIC Digest No. 163.
ED 385 780 (CE)
Numeracy in the Adult ESL Classroom. ERIC Digest.
ED 392 316 (FL)

Measures (Individuals)
Electronic Portfolios: A New Idea in Assessment. ERIC Digest.
ED 390 377 (IR)

Mediation
A Guide to Community Programs To Prevent Youth Violence. For Parents/about Parents.
ED 396 009 (UD)

Mentors
Teacher Mentoring: A Critical Review. ERIC Digest.
ED 397 060 (SP)

Mexican American Education
Children of La Frontera: Binational Efforts To Serve Mexican Migrant and Immigrant Students.
ED 393 631 (RC)
Forging Partnerships between Mexican American Parents and the Schools. ERIC Digest.
ED 388 489 (RC)
Mexican American Women: Schooling, Work, and Family. ERIC Digest.
ED 388 490 (RC)

Mexican Americans
Mexican American Women: Schooling, Work, and Family. ERIC Digest.
ED 388 490 (RC)

Mexico United States Border
Children of La Frontera: Binational Efforts To Serve Mexican Migrant and Immigrant Students.
ED 393 631 (RC)

Middle Schools
Gifted Learners and the Middle School: Problem or Promise? ERIC Digest E535.
ED 386 832 (EC)
Middle Schools and Foreign Languages: A View for the Future. ERIC Digest.
ED 392 246 (FL)
Parent, Family, and Community Involvement in the Middle Grades. ERIC Digest.
ED 387 273 (PS)

Migrant Education
Children of La Frontera: Binational Efforts To Serve Mexican Migrant and Immigrant Students.
ED 393 631 (RC)
Instructional Strategies for Migrant Students. ERIC Digest.
ED 388 491 (RC)

Minority Group Children
Supply and Demand of Teachers of Color. ERIC Digest.
ED 390 875 (SP)

Minority Group Teachers
Supply and Demand of Teachers of Color. ERIC Digest.
ED 390 875 (SP)

Minority Groups
Creating and Maintaining a Diverse Faculty. ERIC Digest.
ED 386 261 (JC)
How To Promote the Science and Mathematics Achievement of Females and Minorities. For Parents/about Parents.
ED 396 013 (UD)
The Impact of Vocational Education on Racial and Ethnic Minorities. ERIC/CUE Digest, Number 108.
ED 386 514 (UD)
Improving Learning in Science and Basic Skills among Diverse Student Populations.
ED 390 655 (SE)

Modeling (Psychology)
Enhancing Students' Socialization: Key Elements. ERIC Digest.
ED 395 713 (PS)

Models
Creating a New Vision of School Psychology: Emerging Models of Psychological Practice in Schools.
ED 390 015 (CG)

Moral Values
Briefs for English-Speaking Parents, 1996.
ED 392 583 (RC)

Multicultural Education
A Community Guide to Multicultural Education Programs. For Parents/about Parents.
ED 396 011 (UD)
Database of Teaching Materials on Japan: An Annotated Guide.
ED 389 630 (SO)
Science Education in the Rural United States. Implications for the Twenty-First Century. A Yearbook of the Association for the Education of Teachers in Science.
ED 390 649 (SE)
Teaching about Africa. ERIC Digest.
ED 393 790 (SO)

Multiple Choice Tests
Basic Item Analysis for Multiple-Choice Tests. ERIC/AE Digest.
ED 398 237 (TM)
More Multiple-Choice Item Writing Do's and Don'ts. ERIC/AE Digest.
ED 398 238 (TM)
Writing Multiple-Choice Test Items. ERIC/AE Digest.
ED 398 236 (TM)

Mythology
Using Mythic-Archetypal Approaches in the Language Arts. ERIC Digest.
ED 394 147 (CS)

National Standards
National Standards for School Health Education. ERIC Digest.
ED 387 483 (SP)

Native Americans
Teaching Young Children about Native Americans. ERIC Digest.
ED 394 744 (PS)

Netscape
The Online Classroom: Teaching with the Internet.
ED 391 193 (CS)

Nontraditional Education
Community Colleges International. ERIC Digest.
ED 393 504 (JC)

Numeracy
Not Just a Number: Critical Numeracy for Adults. ERIC Digest No. 163.
ED 385 780 (CE)
Numeracy in the Adult ESL Classroom. ERIC Digest.
ED 392 316 (FL)
School Readiness and Children's Developmental Status. ERIC Digest.
ED 389 475 (PS)

Occupational Information
Computer-Based Career Information Systems. ERIC Digest.
ED 395 216 (CE)

Occupational Tests
Locating and Evaluating Career Assessment Instruments. ERIC Digest.
ED 391 989 (CG)

Older Workers
Older Workers. Myths and Realities.
ED 392 894 (CE)

Online Systems
Internet Resources for Guidance Personnel. ERIC Digest.
ED 391 988 (CG)
K-12 Computer Networking.
ED 392 413 (IR)
The Online Classroom: Teaching with the Internet.
ED 391 193 (CS)

Opportunity to Learn
Opportunity To Learn Standards: Their Impact on Urban Students. ERIC/CUE Digest Number 110.
ED 389 816 (UD)

Oral Communication across the Curriculum
Oral Language Development across the Curriculum, K-12. ERIC Digest.
ED 389 029 (CS)

Oral History
Oral History in the Teaching of U.S. History. ERIC Digest.
ED 393 781 (SO)

Oral Language
Oral Language Development across the Curriculum, K-12. ERIC Digest.
ED 389 029 (CS)
Simulated Oral Proficiency Interviews: An Update. ERIC Digest.
ED 395 501 (FL)

Oral Tradition
Oral History in the Teaching of U.S. History. ERIC Digest.
ED 393 781 (SO)

Organisation for Economic Cooperation Development
Financing Preschool for All Children. ERIC Digest.
ED 389 471 (PS)

Organizational Change
The Learning Organization. Myths and Realities.
ED 388 802 (CE)
Transforming School Culture: Stories, Symbols, Values & the Leader's Role.
ED 386 783 (EA)

Organizational Climate
The Limits of Shared Decision-Making. ERIC Digest, Number 108.
ED 397 467 (EA)
Taking Teaching Seriously: Meeting the Challenge of Instructional Improvement. ASHE-ERIC Higher Education Report No. 2, 1995.
ED 396 616 (HE)
Transforming School Culture: Stories, Symbols, Values & the Leader's Role.
ED 386 783 (EA)

Organizational Communication
Communication Skills. ERIC Digest, Number 102.
ED 390 114 (EA)

BEST COPY AVAILABLE

The Limits of Shared Decision-Making. ERIC Digest, Number 108.
ED 397 467 (EA)

Organizational Development
The Learning Organization. Myths and Realities.
ED 388 802 (CE)
Total Quality Management in Libraries. ERIC Digest.
ED 396 759 (IR)
Work Teams in Schools. ERIC Digest, Number 103.
ED 391 226 (EA)

Organizations (Groups)
Rural Education Directory: Organizations and Resources, 1996.
ED 395 745 (RC)

Outdoor Education
Just beyond the Classroom: Community Adventures for Interdisciplinary Learning.
ED 388 485 (RC)
Recommended Competencies for Outdoor Educators. ERIC Digest.
ED 391 624 (RC)

Outreach Programs
Forging Partnerships between Mexican American Parents and the Schools. ERIC Digest.
ED 388 489 (RC)

Pacific Americans
A Guide to Communicating with Asian American Families. For Parents/about Parents.
ED 396 014 (UD)

Parent Child Relationship
Teach a Child To Read with Children's Books: Combining Story Reading, Phonics, and Writing to Promote Reading Success.
ED 392 036 (CS)

Parent Participation
Forging Partnerships between Mexican American Parents and the Schools. ERIC Digest.
ED 388 489 (RC)
La Participacion de los Padres en los Programas Preescolares. (Hispanic Parent Involvement in Early Childhood Programs.) ERIC Digest.
ED 397 993 (PS)
Parent, Family, and Community Involvement in the Middle Grades. ERIC Digest.
ED 387 273 (PS)
Teach a Child To Read with Children's Books: Combining Story Reading, Phonics, and Writing to Promote Reading Success.
ED 392 036 (CS)

Parent Role
A Community Guide to Multicultural Education Programs. For Parents/about Parents.
ED 396 011 (UD)
A Community Guide to Youth Anti-Bias and Conflict Resolution Programs. For Parents/about Parents.
ED 396 012 (UD)
A Guide to Assessing and Placing Language Minority Students. For Parents/about Parents.
ED 396 016 (UD)
A Guide to Communicating with Asian American Families. For Parents/about Parents.
ED 396 014 (UD)
A Guide to Computer Learning in Your Child's School. For Parents/about Parents.
ED 396 010 (UD)
A Guide to Promoting Children's Education in Homeless Families. For Parents/about Parents.
ED 396 015 (UD)
A Guide to Teaching English and Science Together. For Parents/about Parents.
ED 396 007 (UD)
How To Help Your Child Avoid Violent Conflicts. For Parents/about Parents.
ED 396 008 (UD)
How To Prepare Your Children for Work. For Parents/about Parents.
ED 396 018 (UD)
How To Promote the Science and Mathematics Achievement of Females and Minorities. For Parents/about Parents.
ED 396 013 (UD)
New Information on Youth Who Drop Out: Why They Leave and What Happens to Them. For Parents/about Parents.
ED 396 006 (UD)
Will a Focus School Meet the Needs of Your Child? For Parents/about Parents.
ED 396 017 (UD)

Parent School Relationship
Forging Partnerships between Mexican American Parents and the Schools. ERIC Digest.
ED 388 489 (RC)
Parent, Family, and Community Involvement in the Middle Grades. ERIC Digest.
ED 387 273 (PS)

Parent Student Relationship
Spanish Language Briefs for Parents, 1995.
ED 390 630 (RC)

Parents as Teachers
Spanish Language Briefs for Parents, 1995.
ED 390 630 (RC)

Participative Decision Making
The Limits of Shared Decision-Making. ERIC Digest, Number 108.
ED 397 467 (EA)
Work Teams in Schools. ERIC Digest, Number 103.
ED 391 226 (EA)

Partnerships in Education
Civic Education through Service Learning. ERIC Digest.
ED 390 720 (SO)
A Guide to Computer Learning in Your Child's School. For Parents/about Parents.
ED 396 010 (UD)

Peer Teaching
Cross-Age Tutoring in the Literacy Club. ERIC Digest.
ED 386 949 (FL)

People of Color
Supply and Demand of Teachers of Color. ERIC Digest.
ED 390 875 (SP)

Performance Factors
Fairness in Performance Assessment. ERIC Digest.
ED 391 982 (CG)

Performance Tests
Fairness in Performance Assessment. ERIC Digest.
ED 391 982 (CG)

Periodicals
Rural Education Directory: Organizations and Resources, 1996.
ED 395 745 (RC)

Personality
Assessment of Temperament. ERIC Digest.
ED 389 963 (CG)

Personality Assessment
Using Buros Institute of Mental Measurements Materials in Counseling and Therapy. ERIC Digest.
ED 391 987 (CG)

Personality Measures
Assessment of Self-Concept. ERIC Digest.
ED 389 962 (CG)
Assessment of Temperament. ERIC Digest.
ED 389 963 (CG)
Interest Assessment. ERIC Digest.
ED 389 961 (CG)

Personality Traits
El Fomento de la Elasticidad en los Ninos (Fostering Resilience in Children). ERIC Digest.
ED 397 991 (PS)
Fostering Resilience in Children. ERIC Digest.
ED 386 327 (PS)

Personnel Evaluation
Evaluating Workplace ESL Instructional Programs. ERIC Digest.
ED 386 961 (FL)

Personnel Selection
Creating and Maintaining a Diverse Faculty. ERIC Digest.
ED 386 261 (JC)

Phonology
Beginning Reading and Phonological Awareness for Students with Learning Disabilities. ERIC Digest #E540.
ED 392 197 (EC)

Physical Education
Use of Computer-based Technology in Health, Physical Education, Recreation, and Dance. ERIC Digest.
ED 390 874 (SP)

Play
Briefs for English-Speaking Parents, 1996.
ED 392 583 (RC)

Poland
Building Civic Education for Democracy in Poland.
ED 396 986 (SO)

Policy Formation
Teacher Mentoring: A Critical Review. ERIC Digest.
ED 397 060 (SP)

Political Correctness
Politically Correct on Campus. ERIC Digest.
ED 390 094 (CS)

Political Issues
Politically Correct on Campus. ERIC Digest.
ED 390 094 (CS)

Portfolio Assessment
Assessing Career Development with Portfolios. ERIC Digest.
ED 391 110 (CG)
The Contribution of Documentation to the Quality of Early Childhood Education. ERIC Digest.
ED 393 608 (PS)
Electronic Portfolios: A New Idea in Assessment. ERIC Digest.
ED 390 377 (IR)
Portfolios for Assessment and Instruction. ERIC Digest.
ED 388 890 (CG)

Poststructuralism
Poststructuralism as Theory and Practice in the English Classroom. ERIC Digest.
ED 387 794 (CS)

Potential Dropouts
Drop-Out Rates among American Indian and Alaska Native Students: Beyond Cultural Discontinuity. ERIC Digest.
ED 388 492 (RC)

Preschool Children
Assessment of Preschool Children. ERIC Digest.
ED 389 964 (CG)
La Violencia y el Desarrollo de los Ninos (Violence and Young Children's Development). ERIC Digest.
ED 397 990 (PS)
School Readiness and Children's Developmental Status. ERIC Digest.
ED 389 475 (PS)

Preschool Education
Financing Preschool for All Children. ERIC Digest.
ED 389 471 (PS)

Preservice Teacher Education
Infusing Technology into Preservice Teacher Education. ERIC Digest.
ED 389 699 (SP)
Preparing Teachers for Conflict Resolution in the Schools. ERIC Digest.
ED 387 456 (SP)
Teacher Mentoring: A Critical Review. ERIC Digest.
ED 397 060 (SP)

Prevention
A Community Guide to Youth Anti-Bias and Conflict Resolution Programs. For Parents/about Parents.
ED 396 012 (UD)
A Guide to Community Programs To Prevent Youth Violence. For Parents/about Parents.
ED 396 009 (UD)
How To Help Your Child Avoid Violent Conflicts. For Parents/about Parents.
ED 396 008 (UD)
Preventing Youth Violence in Urban Schools: An Essay Collection. Urban Diversity Series No. 107.
ED 396 021 (UD)

Primary Sources
Oral History in the Teaching of U.S. History. ERIC Digest.
ED 393 781 (SO)

Problem Based Learning
Just beyond the Classroom: Community Adventures for Interdisciplinary Learning.
ED 388 485 (RC)

Problem Solving
Computer Skills for Information Problem-Solving: Learning and Teaching Technology in Context. ERIC Digest.
ED 392 463 (IR)

Professional Associations
Ethics in Assessment. ERIC Digest.
ED 391 111 (CG)

Professional Development
Achieving Administrator Diversity. ERIC Digest.
ED 395 616 (JC)
Recommended Competencies for Outdoor Educators. ERIC Digest.
ED 391 624 (RC)
Taking Stock: The Movement To Create Mini-Schools, Schools-within-Schools, and Separate Small Schools. Urban Diversity Series No. 108.
ED 396 045 (UD)

Professional Development Schools
Locating Resources on Professional Development Schools. ERIC Digest.
ED 398 216 (SP)

Program Characteristics
La Participacion de los Padres en los Programas Preescolares. (Hispanic Parent Involvement in Early Childhood Programs.) ERIC Digest.
ED 397 993 (PS)

Program Evaluation
Assessment and Testing: Measuring Up to Expectations. ERIC Digest.
ED 391 559 (JC)
CACREP Accreditation: Assessment and Evaluation in the Standards and Process. ERIC Digest.
ED 388 884 (CG)
Evaluating School Guidance Programs. ERIC Digest.
ED 388 887 (CG)
Evaluating Workplace ESL Instructional Programs. ERIC Digest.
ED 386 961 (FL)

Project Approach (Katz and Chard)
The Contribution of Documentation to the Quality of Early Childhood Education. ERIC Digest.
ED 393 608 (PS)

Proprietary Schools
Community Colleges and Proprietary Schools: Conflict or Convergence? New Directions for Community Colleges, Number 91.
ED 387 193 (JC)

Psychological Evaluation
Mental Health Counseling Assessment: Broadening One's Understanding of the Client and the Clients Presenting Concerns. ERIC Digest.
ED 388 883 (CG)

Psychological Services
Creating a New Vision of School Psychology: Emerging Models of Psychological Practice in Schools.
ED 390 015 (CG)

Psychological Testing
Using Buros Institute of Mental Measurements Materials in Counseling and Therapy. ERIC Digest.
ED 391 987 (CG)

Psychometrics
Basic Item Analysis for Multiple-Choice Tests. ERIC/AE Digest.
ED 398 237 (TM)
More Multiple-Choice Item Writing Do's and Don'ts. ERIC/AE Digest.
ED 398 238 (TM)

Psychomotor Skills
School Readiness and Children's Developmental Status. ERIC Digest.
ED 389 475 (PS)

Public Colleges
Tenure, Promotion, and Reappointment: Legal and Administrative Implications. ASHE-ERIC Higher Education Report No. 1.
ED 396 608 (HE)
Tenure, Promotion, and Reappointment: Legal and Administrative Implications. ERIC Digest.
ED 396 607 (HE)

Public Education
Financing Preschool for All Children. ERIC Digest.
ED 389 471 (PS)

Public Speaking
Taking Personal and Professional Contexts into Account in the Basic Public Speaking Course. ERIC Digest.
ED 392 111 (CS)

Publications
ERIC Clearinghouse Publications, 1994. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in Resources in Education (RIE) January-December 1994.
ED 394 527 (IR)
ERIC Clearinghouse Publications, 1995. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in Resources in Education (RIE) January-December 1995.
ED 395 595 (IR)

Question Answering Systems
An Introduction to Internet Resources for K-12 Educators. Part II: Question Answering, Listservs, Discussion Groups, Update 1996. ERIC Digest.
ED 391 461 (IR)

Racial Composition
Supply and Demand of Teachers of Color. ERIC Digest.
ED 390 875 (SP)

Racial Differences
The Impact of Vocational Education on Racial and Ethnic Minorities. ERIC/CUE Digest, Number 108.
ED 386 514 (UD)

Reader Response
Poststructuralism as Theory and Practice in the English Classroom. ERIC Digest.
ED 387 794 (CS)

Reader Text Relationship
Poststructuralism as Theory and Practice in the English Classroom. ERIC Digest.
ED 387 794 (CS)

Reading Instruction
Beginning Reading and Phonological Awareness for Students with Learning Disabilities. ERIC Digest #E540.
ED 392 197 (EC)
Readings and Resources about Reading Instruction for Young Children with Learning Disabilities. Companion Mini-Bibliography to ERIC Digest #E540. ERIC Minibib.
ED 392 198 (EC)
Writing as a Response to Reading. ERIC Digest.
ED 386 734 (CS)

Reading Logs
Writing as a Response to Reading. ERIC Digest.
ED 386 734 (CS)

Reading Motivation
Motivating Low Performing Adolescent Readers. ERIC Digest.
ED 396 265 (CS)

Reading Recovery Projects
Reading Recovery. ERIC Digest.
ED 386 713 (CS)

Reading Uses
Motivating Low Performing Adolescent Readers. ERIC Digest.
ED 396 265 (CS)

Reading Writing Relationship
Teach a Child To Read with Children's Books: Combining Story Reading, Phonics, and Writing to Promote Reading Success.
ED 392 036 (CS)
Writing as a Response to Reading. ERIC Digest.
ED 386 734 (CS)

Reference Services
K-12 Computer Networking.
ED 392 413 (IR)

Reflective Inquiry
Local Schools of Thought: A Search for Purpose in Rural Education.
ED 391 635 (RC)

Reflective Teaching
Taking Teaching Seriously: Meeting the Challenge of Instructional Improvement. ASHE-ERIC Higher Education Report No. 2, 1995.
ED 396 616 (HE)
Taking Teaching Seriously: Meeting the Challenge of Instructional Improvement. ERIC Digest.
ED 396 615 (HE)

Reform Efforts
Teacher Mentoring: A Critical Review. ERIC Digest.
ED 397 060 (SP)

Regional Planning
K-12 Technology Planning at State, District, and Local Levels. ERIC Digest.
ED 393 448 (IR)

Relevance (Education)
Taking Personal and Professional Contexts into Account in the Basic Public Speaking Course. ERIC Digest.
ED 392 111 (CS)

Remedial Reading
Reading Recovery. ERIC Digest.
ED 386 713 (CS)

Research and Development
Community College Scholarship. ERIC Digest.
ED 395 617 (JC)

Research Needs
Teacher Mentoring: A Critical Review. ERIC Digest.
ED 397 060 (SP)

Research Problems
Community College Scholarship. ERIC Digest.
ED 395 617 (JC)
Inappropriate Statistical Practices in Counseling Research: Three Pointers for Readers of Research Literature. ERIC Digest.
ED 391 990 (CG)

Resilience (Personality)
El Fomento de la Elasticidad en los Ninos (Fostering Resilience in Children). ERIC Digest.
ED 397 991 (PS)
Fostering Resilience in Children. ERIC Digest.
ED 386 327 (PS)

La Violencia y el Desarrollo de los Ninos (Violence and Young Children's Development). ERIC Digest.
ED 397 990 (PS)

Resource Centers
Locating Vocational Education Curriculum and Instructional Materials. ERIC Digest.
ED 395 215 (CE)

Resource Materials
ERIC Clearinghouse Publications, 1994. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in Resources in Education (RIE) January-December 1994.
ED 394 527 (IR)
ERIC Clearinghouse Publications, 1995. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in Resources in Education (RIE) January-December 1995.
ED 395 595 (IR)
Tech Prep. Trends and Issues Alerts.
ED 394 060 (CE)

Respect
How To Help Your Child Avoid Violent Conflicts. For Parents/about Parents.
ED 396 008 (UD)

Response to Literature
Writing as a Response to Reading. ERIC Digest.
ED 386 734 (CS)

Retraining
Older Workers. Myths and Realities.
ED 392 894 (CE)

Riverside Community College CA
Science Reasoning Ability of Community College Students. ERIC Digest.
ED 393 505 (JC)

Role of Education
Adult Education for Social Change: From Center Stage to the Wings and Back Again. Information Series No. 365.
ED 396 190 (CE)
Job Training versus Career Development: What Is Voc Ed's Role? ERIC Digest.
ED 395 217 (CE)
Local Schools of Thought: A Search for Purpose in Rural Education.
ED 391 635 (RC)

Rural Development
The Role of the Rural Community College in Rural Community Development. ERIC Digest.
ED 391 558 (JC)

Rural Education
Local Schools of Thought: A Search for Purpose in Rural Education.
ED 391 635 (RC)
Rural Education Directory: Organizations and Resources, 1996.
ED 395 745 (RC)

Rural Schools
Science Education in the Rural United States. Implications for the Twenty-First Century. A Yearbook of the Association for the Education of Teachers in Science.
ED 390 649 (SE)

School Business Relationship
Advertising in the Schools. ERIC Digest.
ED 389 473 (PS)
SCANS and the New Vocationalism. ERIC Digest No. 165.
ED 389 879 (CE)
Youth Organizations. Myths and Realities.
ED 392 895 (CE)

School Choice
Will a Focus School Meet the Needs of Your Child? For Parents/about Parents.
ED 396 017 (UD)

School Community Programs
Full-Service Schools.
ED 390 117 (EA)
Promoting Community Renewal through Civic Literacy and Service Learning. New Directions for Community Colleges, Number 93.
ED 392 510 (JC)

School Community Relationship
Civic Education through Service Learning. ERIC Digest.
ED 390 720 (SO)
Drop-Out Rates among American Indian and Alaska Native Students: Beyond Cultural Discontinuity. ERIC Digest.
ED 388 492 (RC)
Parent, Family, and Community Involvement in the Middle Grades. ERIC Digest.
ED 387 273 (PS)
Promoting Community Renewal through Civic Literacy and Service Learning. New Directions for Community Colleges, Number 93.
ED 392 510 (JC)
The Role of the Rural Community College in Rural Community Development. ERIC Digest.
ED 391 558 (JC)

School Councils
Spanish Language Briefs for Parents, 1995.
ED 390 630 (RC)

School Counseling
Internet Resources for Guidance Personnel. ERIC Digest.
ED 391 988 (CG)
Saving the Native Son: Empowerment Strategies for Young Black Males.
ED 393 059 (CG)

School Counselors
Assessment Skills for School Counselors. ERIC Digest.
ED 387 709 (CG)
Cooperation between School Psychologists and Counselors in Assessment. ERIC Digest.
ED 391 986 (CG)
Family Counseling in the Schools. Effective Strategies and Interventions for Counselors, Psychologists and Therapists.
ED 393 058 (CG)
New Assessment Methods for School Counselors. ERIC Digest.
ED 388 888 (CG)

School Culture
Transforming School Culture: Stories, Symbols, Values & the Leader's Role.
ED 386 783 (EA)

School Districts
K-12 Technology Planning at State, District, and Local Levels. ERIC Digest.
ED 393 448 (IR)

School Effectiveness
Assessment and Testing: Measuring Up to Expectations. ERIC Digest.
ED 391 559 (JC)

School Guidance
Evaluating School Guidance Programs. ERIC Digest.
ED 388 887 (CG)
Internet Resources for Guidance Personnel. ERIC Digest.
ED 391 988 (CG)

School Holding Power
Retention-Attrition in the Nineties. ERIC Digest.
ED 393 510 (JC)

School Orientation
Retention-Attrition in the Nineties. ERIC Digest.
ED 393 510 (JC)

School Psychologists
Cooperation between School Psychologists and Counselors in Assessment. ERIC Digest.
ED 391 986 (CG)
Creating a New Vision of School Psychology: Emerging Models of Psychological Practice in Schools.
ED 390 015 (CG)
The School Psychologist's Role in School Assessment. ERIC Digest.
ED 391 985 (CG)

School Readiness
School Readiness and Children's Developmental Status. ERIC Digest.
ED 389 475 (PS)

School Restructuring
Restructuring and Vocational Education. Trends and Issues Alerts.
ED 391 918 (CE)

School Safety
How Can We Help Make Schools Safe for Children?
ED 396 860 (PS)

School Schedules
Block Scheduling. ERIC Digest, Number 104.
ED 393 156 (EA)

School Size
Downsizing Schools in Big Cities. ERIC Digest, No. 112.
ED 393 958 (UD)
Taking Stock: The Movement To Create Mini-Schools, Schools-within-Schools, and Separate Small Schools. Urban Diversity Series No. 108.
ED 396 045 (UD)

Schools of Education
Infusing Technology into Preservice Teacher Education. ERIC Digest.
ED 389 699 (SP)

Science Curriculum
Science Reasoning Ability of Community College Students. ERIC Digest.
ED 393 505 (JC)

Science Education
Science Education in the Rural United States. Implications for the Twenty-First Century. A Yearbook of the Association for the Education of Teachers in Science.
ED 390 649 (SE)

Science Instruction
Computers and Assessment in Science Education. ERIC Digest.
ED 395 770 (SE)
A Guide to Teaching English and Science Together. For Parents/about Parents.
ED 396 007 (UD)

Science Process Skills
Science Reasoning Ability of Community College Students. ERIC Digest.
ED 393 505 (JC)

Scoring
Basic Item Analysis for Multiple-Choice Tests. ERIC/AE Digest.
ED 398 237 (TM)
Grading Students. ERIC/AE Digest.
ED 398 239 (TM)
Inappropriate Statistical Practices in Counseling Research: Three Pointers for Readers of Research Literature. ERIC Digest.
ED 391 990 (CG)

Screening Tests
Screening for Special Diagnoses. ERIC Digest.
ED 389 965 (CG)

Second Language Instruction
Integrating Language and Content: Lessons from Immersion. ERIC Digest.
ED 390 284 (FL)
Middle Schools and Foreign Languages: A View for the Future. ERIC Digest.
ED 392 246 (FL)
The Vocational and Language Development of Limited English Proficient Adults. Information Series No. 363.
ED 391 104 (CE)

Second Language Learning
Integrating Language and Content: Lessons from Immersion. ERIC Digest.
ED 390 284 (FL)

BEST COPY AVAILABLE

The Vocational and Language Development of Limited English Proficient Adults. Information Series No. 363.
ED 391 104 (CE)

Second Languages
Fostering Second Language Development in Young Children. ERIC Digest.
ED 386 950 (FL)

Secondary School Students
Hispanic-American Students and Learning Style. ERIC Digest.
ED 393 607 (PS)

Secretarys Comm on Achieving Necessary Skills
SCANS and the New Vocationalism. ERIC Digest No. 165.
ED 389 879 (CE)

Self Concept
Assessment in Career Counseling. ERIC Digest.
ED 389 966 (CG)
Assessment of Self-Concept. ERIC Digest.
ED 389 962 (CG)

Self Concept Measures
Assessment of Self-Concept. ERIC Digest.
ED 389 962 (CG)

Self Esteem
Supporting Girls in Early Adolescence. ERIC Digest.
ED 386 331 (PS)

Self Evaluation (Groups)
Assessment and Testing: Measuring Up to Expectations. ERIC Digest.
ED 391 559 (JC)

Self Evaluation (Individuals)
Assessment of Abilities. ERIC Digest.
ED 389 960 (CG)

Self Reliance
Career Resilience in a Changing Workplace. Information Series No. 366.
ED 396 191 (CE)

Sensory Experience
Virtual Realty: An Overview. ERIC Digest.
ED 386 178 (IR)

Service Learning
Civic Education through Service Learning. ERIC Digest.
ED 390 720 (SO)
Promoting Community Renewal through Civic Literacy and Service Learning. New Directions for Community Colleges, Number 93.
ED 392 510 (JC)

Services
Rural Education Directory: Organizations and Resources, 1996.
ED 395 745 (RC)

Sex Differences
Gender Differences in Adolescent Career Exploration. ERIC Digest.
ED 391 108 (CG)
Supporting Girls in Early Adolescence. ERIC Digest.
ED 386 331 (PS)

Sex Role
Mexican American Women: Schooling, Work, and Family. ERIC Digest.
ED 388 490 (RC)

Shared Resources and Services
Full-Service Schools.
ED 390 117 (EA)
Library Collection Development in an Electronic Age. ERIC Digest.
ED 392 467 (IR)
Local Area Networks for K-12 Schools. ERIC Digest.
ED 389 277 (IR)

Shelters
A Guide to Promoting Children's Education in Homeless Families. For Parents/about Parents.
ED 396 015 (UD)

Simulated Oral Proficiency Interview
Simulated Oral Proficiency Interviews: An Update. ERIC Digest.
ED 395 501 (FL)

Simulation
Simulated Oral Proficiency Interviews: An Update. ERIC Digest.
ED 395 501 (FL)

Situated Learning
New Ways of Learning in the Workplace. ERIC Digest No. 161.
ED 385 778 (CE)

Skill Development
Computer Skills for Information Problem-Solving: Learning and Teaching Technology in Context. ERIC Digest.
ED 392 463 (IR)

Small Group Instruction
Alternatives to Ability Grouping: Still Unanswered Questions. ERIC/CUE Digest Number 111.
ED 390 947 (UD)

Small Schools
Downsizing Schools in Big Cities. ERIC Digest. No. 112.
ED 393 958 (UD)
Taking Stock: The Movement To Create Mini-Schools, Schools-within-Schools, and Separate Small Schools. Urban Diversity Series No. 108.
ED 396 045 (UD)

Social Action
Adult Education for Social Change: From Center Stage to the Wings and Back Again. Information Series No. 365.
ED 396 190 (CE)

Social Bias
A Community Guide to Youth Anti-Bias and Conflict Resolution Programs. For Parents/about Parents.
ED 396 012 (UD)

Social Change
Adult Education for Social Change: From Center Stage to the Wings and Back Again. Information Series No. 365.
ED 396 190 (CE)

Social History
Oral History in the Teaching of U.S. History. ERIC Digest.
ED 393 781 (SO)

Social Services
Full-Service Schools.
ED 390 117 (EA)

Social Studies
Art Education in the Social Studies. ERIC Digest.
ED 393 787 (SO)

Socialization
Enhancing Students' Socialization: Key Elements. ERIC Digest.
ED 395 713 (PS)

Speaking across the Curriculum
Oral Language Development across the Curriculum, K-12. ERIC Digest.
ED 389 029 (CS)

Special Education
Overview of ADA, IDEA, and Section 504. ERIC Digest E537.
ED 389 142 (EC)

Special Needs Students
Screening for Special Diagnoses. ERIC Digest.
ED 389 965 (CG)

Staff Development
New Ways of Learning in the Workplace. ERIC Digest No. 161.
ED 385 778 (CE)

Standardized Scores
Grading Students. ERIC/AE Digest.
ED 398 239 (TM)

Standards
Assessment Skills of Counselors, Principals, and Teachers. ERIC Digest.
ED 387 708 (CG)
CACREP Accreditation: Assessment and Evaluation in the Standards and Process. ERIC Digest.
ED 388 884 (CG)
Ethics in Assessment. ERIC Digest.
ED 391 111 (CG)
Opportunity To Learn Standards: Their Impact on Urban Students. ERIC/CUE Digest Number 110.
ED 389 816 (UD)
The Role of Assessment in Counselor Certification. ERIC Digest.
ED 388 885 (CG)

Statewide Planning
K-12 Technology Planning at State, District, and Local Levels. ERIC Digest.
ED 393 448 (IR)

Statistical Analysis
Inappropriate Statistical Practices in Counseling Research: Three Pointers for Readers of Research Literature. ERIC Digest.
ED 391 990 (CG)
More Multiple-Choice Item Writing Do's and Don'ts. ERIC/AE Digest.
ED 398 238 (TM)
Writing Multiple-Choice Test Items. ERIC/AE Digest.
ED 398 236 (TM)

Stereotypes
Item Bias Review. ERIC/AE Digest.
ED 398 241 (TM)
Teaching Young Children about Native Americans. ERIC Digest.
ED 394 744 (PS)

Story Writing
Teaching Creative Writing in the Elementary School. ERIC Digest.
ED 391 182 (CS)

Student Attrition
Retention-Attrition in the Nineties. ERIC Digest.
ED 393 510 (JC)
School Dropouts: New Information about an Old Problem. ERIC/CUE Digest, Number 109.
ED 386 515 (UD)

Student Centered Curriculum
Just beyond the Classroom: Community Adventures for Interdisciplinary Learning.
ED 388 485 (RC)

Student Characteristics
Community Colleges and Proprietary Schools: Conflict or Convergence? New Directions for Community Colleges, Number 91.
ED 387 193 (JC)
A Guide to Communicating with Asian American Families. For Parents/about Parents.
ED 396 014 (UD)

Student Development
Student Learning Outside the Classroom: Transcending Artificial Boundaries. ASHE-ERIC Higher Education Report No. 8.
ED 394 444 (HE)
Student Learning Outside the Classroom: Transcending Artificial Boundaries. ERIC Digest.
ED 394 443 (HE)

Student Evaluation
Adult ESL Learner Assessment: Purposes and Tools. ERIC Digest.
ED 386 962 (FL)
Assessment of Preschool Children. ERIC Digest.
ED 389 964 (CG)
Computers and Assessment in Science Education. ERIC Digest.
ED 395 770 (SE)
Cooperation between School Psychologists and Counselors in Assessment. ERIC Digest.
ED 391 986 (CG)
Electronic Portfolios: A New Idea in Assessment. ERIC Digest.
ED 390 377 (IR)

BEST COPY AVAILABLE

Emerging Student Assessment Systems for School Reform. ERIC Digest.
ED 389 959 (CG)
Fairness in Performance Assessment. ERIC Digest.
ED 391 982 (CG)
Grading Students. ERIC/AE Digest.
ED 398 239 (TM)
Portfolios for Assessment and Instruction. ERIC Digest.
ED 388 890 (CG)
Practical Ideas on Alternative Assessment for ESL Students. ERIC Digest.
ED 395 500 (FL)
The School Psychologist's Role in School Assessment. ERIC Digest.
ED 391 985 (CG)
Screening for Special Diagnoses. ERIC Digest.
ED 389 965 (CG)
Sound Performance Assessments in the Guidance Context. ERIC Digest.
ED 388 889 (CG)

Student Evaluation of Teacher Performance
Student Ratings Offer Useful Input to Teacher Evaluations. ERIC/AE Digest.
ED 398 240 (TM)

Student Experience
Student Learning Outside the Classroom: Transcending Artificial Boundaries. ASHE-ERIC Higher Education Report No. 8.
ED 394 444 (HE)
Student Learning Outside the Classroom: Transcending Artificial Boundaries. ERIC Digest.
ED 394 443 (HE)

Student Motivation
Motivating Low Performing Adolescent Readers. ERIC Digest.
ED 396 265 (CS)

Student Needs
Oral Language Development across the Curriculum, K-12. ERIC Digest.
ED 389 029 (CS)

Student Organizations
Youth Organizations. Myths and Realities.
ED 392 895 (CE)

Student Participation
El Fomento de la Elasticidad en los Ninos (Fostering Resilience in Children). ERIC Digest.
ED 397 991 (PS)
Fostering Resilience in Children. ERIC Digest.
ED 386 327 (PS)
Student Learning Outside the Classroom: Transcending Artificial Boundaries. ASHE-ERIC Higher Education Report No. 8.
ED 394 444 (HE)
Student Learning Outside the Classroom: Transcending Artificial Boundaries. ERIC Digest.
ED 394 443 (HE)
Youth Organizations. Myths and Realities.
ED 392 895 (CE)

Student Placement
A Guide to Assessing and Placing Language Minority Students. For Parents/about Parents.
ED 396 016 (UD)

Student Projects
The Contribution of Documentation to the Quality of Early Childhood Education. ERIC Digest.
ED 393 608 (PS)

Students
Enhancing Students' Socialization: Key Elements. ERIC Digest.
ED 395 713 (PS)

Subgroups
Item Bias Review. ERIC/AE Digest.
ED 398 241 (TM)

Teacher Attitudes
Numeracy in the Adult ESL Classroom. ERIC Digest.
ED 392 316 (FL)

Teacher Collaboration
Taking Teaching Seriously: Meeting the Challenge of Instructional Improvement. ASHE-ERIC Higher Education Report No. 2, 1995.
ED 396 616 (HE)

Teacher Competencies
Recommended Competencies for Outdoor Educators. ERIC Digest.
ED 391 624 (RC)

Teacher Education
Helping Early Childhood Teacher Education Students Learn about the Internet. ERIC Digest.
ED 395 714 (PS)
Improving Learning in Science and Basic Skills among Diverse Student Populations.
ED 390 655 (SE)
New Assessment Methods for School Counselors. ERIC Digest.
ED 388 888 (CG)
Proceedings of the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, Ohio, October 21-24, 1995). Volumes 1 and 2: Plenary Lectures, Discussion Groups, Research Papers, Oral Reports, and Poster Presentations.
ED 389 534 (SE)

Teacher Education Curriculum
Infusing Technology into Preservice Teacher Education. ERIC Digest.
ED 389 699 (SP)

Teacher Effectiveness
Student Ratings Offer Useful Input to Teacher Evaluations. ERIC/AE Digest.
ED 398 240 (TM)

Teacher Expectations of Students
Briefs for English-Speaking Parents, 1996.
ED 392 583 (RC)
El Fomento de la Elasticidad en los Ninos (Fostering Resilience in Children). ERIC Digest.
ED 397 991 (PS)
Fostering Resilience in Children. ERIC Digest.
ED 386 327 (PS)

Teacher Influence
The Limits of Shared Decision-Making. ERIC Digest, Number 108.
ED 397 467 (EA)

Teacher Participation
Youth Organizations. Myths and Realities.
ED 392 895 (CE)

Teacher Recruitment
Supply and Demand of Teachers of Color. ERIC Digest.
ED 390 875 (SP)

Teacher Role
Local Schools of Thought: A Search for Purpose in Rural Education.
ED 391 635 (RC)
Motivating Low Performing Adolescent Readers. ERIC Digest.
ED 396 265 (CS)
Oral Language Development across the Curriculum, K-12. ERIC Digest.
ED 389 029 (CS)
Reading Recovery. ERIC Digest.
ED 386 713 (CS)
Teaching Creative Writing in the Elementary School. ERIC Digest.
ED 391 182 (CS)

Teacher Shortage
Supply and Demand of Teachers of Color. ERIC Digest.
ED 390 875 (SP)

Teacher Student Relationship
The Contribution of Documentation to the Quality of Early Childhood Education. ERIC Digest.
ED 393 608 (PS)
El Fomento de la Elasticidad en los Ninos (Fostering Resilience in Children). ERIC Digest.
ED 397 991 (PS)
Enhancing Students' Socialization: Key Elements. ERIC Digest.
ED 395 713 (PS)
Fostering Resilience in Children. ERIC Digest.
ED 386 327 (PS)

Teacher Supply and Demand
Supply and Demand of Teachers of Color. ERIC Digest.
ED 390 875 (SP)

Teachers
Enhancing Students' Socialization: Key Elements. ERIC Digest.
ED 395 713 (PS)

Teaching Methods
A Guide to Computer Learning in Your Child's School. For Parents/about Parents.
ED 396 010 (UD)
New Ways of Learning in the Workplace. ERIC Digest No. 161.
ED 385 778 (CE)
Practical Suggestions for Teaching Global Education. ERIC Digest.
ED 395 924 (SP)
Will a Focus School Meet the Needs of Your Child? For Parents/about Parents.
ED 396 017 (UD)

Teaching Skills
Infusing Technology into Preservice Teacher Education. ERIC Digest.
ED 389 699 (SP)

Teamwork
Work Teams in Schools. ERIC Digest, Number 103.
ED 391 226 (EA)

Tech Prep
Tech Prep Q & A: Information for Program Development. Information Series No. 364.
ED 391 105 (CE)
Tech Prep. Trends and Issues Alerts.
ED 394 060 (CE)

Technical Education
Tech Prep Q & A: Information for Program Development. Information Series No. 364.
ED 391 105 (CE)

Technical Occupations
Careers in the Environment. Trends and Issues Alerts.
ED 391 920 (CE)

Technological Advancement
A Guide to Computer Learning in Your Child's School. For Parents/about Parents.
ED 396 010 (UD)

Technology
Proceedings of the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, Ohio, October 21-24, 1995). Volumes 1 and 2: Plenary Lectures, Discussion Groups, Research Papers, Oral Reports, and Poster Presentations.
ED 389 534 (SE)

Technology Plans
K-12 Technology Planning at State, District, and Local Levels. ERIC Digest.
ED 393 448 (IR)

Tenure
Tenure, Promotion, and Reappointment: Legal and Administrative Implications. ERIC Digest.
ED 396 607 (HE)

Tenured Faculty
Tenure, Promotion, and Reappointment: Legal and Administrative Implications. ASHE-ERIC Higher Education Report No. 1.
ED 396 608 (HE)

Test Bias
Fairness in Performance Assessment. ERIC Digest.
ED 391 982 (CG)
Multicultural Assessment. ERIC Digest.
ED 391 112 (CG)

Test Construction
Basic Item Analysis for Multiple-Choice Tests. ERIC/AE Digest.
ED 398 237 (TM)

More Multiple-Choice Item Writing Do's and Don'ts. ERIC/AE Digest.
ED 398 238 (TM)
Multicultural Assessment. ERIC Digest.
ED 391 112 (CG)
Writing Multiple-Choice Test Items. ERIC/AE Digest.
ED 398 236 (TM)

Test Interpretation
Assessment in Career Counseling. ERIC Digest.
ED 389 966 (CG)
Inappropriate Statistical Practices in Counseling Research: Three Pointers for Readers of Research Literature. ERIC Digest.
ED 391 990 (CG)
Testing Students with Disabilities. ERIC Digest.
ED 391 984 (CG)

Test Items
Item Bias Review. ERIC/AE Digest.
ED 398 241 (TM)

Test Reliability
Inappropriate Statistical Practices in Counseling Research: Three Pointers for Readers of Research Literature. ERIC Digest.
ED 391 990 (CG)

Test Reviews
Locating and Evaluating Career Assessment Instruments. ERIC Digest.
ED 391 989 (CG)
Using Buros Institute of Mental Measurements Materials in Counseling and Therapy. ERIC Digest.
ED 391 987 (CG)

Test Selection
Locating and Evaluating Career Assessment Instruments. ERIC Digest.
ED 391 989 (CG)
Testing Students with Disabilities. ERIC Digest.
ED 391 984 (CG)
Using Buros Institute of Mental Measurements Materials in Counseling and Therapy. ERIC Digest.
ED 391 987 (CG)

Test Use
A Guide to Assessing and Placing Language Minority Students. For Parents/about Parents.
ED 396 016 (UD)
Simulated Oral Proficiency Interviews: An Update. ERIC Digest.
ED 395 501 (FL)

Testing
Adult ESL Learner Assessment: Purposes and Tools. ERIC Digest.
ED 386 962 (FL)
Sound Performance Assessments in the Guidance Context. ERIC Digest.
ED 388 889 (CG)

Testing Accommodations (Disabilities)
Testing Students with Disabilities. ERIC Digest.
ED 391 984 (CG)

Thinking Skills
Briefs for English-Speaking Parents, 1996.
ED 392 583 (RC)

Time Blocks
Block Scheduling. ERIC Digest, Number 104.
ED 393 156 (EA)

Time Management
Block Scheduling. ERIC Digest, Number 104.
ED 393 156 (EA)

Total Quality Management
A New Alliance: Continuous Quality and Classroom Effectiveness. ASHE-ERIC Higher Education Report No. 6.
ED 392 369 (HE)
Total Quality Management in Libraries. ERIC Digest.
ED 396 759 (IR)
Work Teams in Schools. ERIC Digest, Number 103.
ED 391 226 (EA)

Track System (Education)
Alternatives to Ability Grouping: Still Unanswered Questions. ERIC/CUE Digest Number 111.
ED 390 947 (UD)

Trade Books
Teach a Child To Read with Children's Books: Combining Story Reading, Phonics, and Writing to Promote Reading Success.
ED 392 036 (CS)

Training
A Guide to Community Programs To Prevent Youth Violence. For Parents/about Parents.
ED 396 009 (UD)

Trend Analysis
Projecting the Future of Community Colleges. ERIC Digest.
ED 388 351 (JC)

Tutorial Programs
Cross-Age Tutoring in the Literacy Club. ERIC Digest.
ED 386 949 (FL)

Two Year College Students
The American Community College. Third Edition. The Jossey-Bass Higher and Adult Education Series.
ED 389 384 (JC)
Science Reasoning Ability of Community College Students. ERIC Digest.
ED 393 505 (JC)

Unions
Union-Sponsored Workplace ESL Instruction. ERIC Digest.
ED 392 317 (FL)

Urban Education
Opportunity To Learn Standards: Their Impact on Urban Students. ERIC/CUE Digest Number 110.
ED 389 816 (UD)

Urban Schools
Downsizing Schools in Big Cities. ERIC Digest. No. 112.
ED 393 958 (UD)
Preventing Youth Violence in Urban Schools: An Essay Collection. Urban Diversity Series No. 107.
ED 396 021 (UD)
Taking Stock: The Movement To Create Mini-Schools, Schools-within-Schools, and Separate Small Schools. Urban Diversity Series No. 108.
ED 396 045 (UD)

Urban Youth
New Information on Youth Who Drop Out: Why They Leave and What Happens to Them. For Parents/about Parents.
ED 396 006 (UD)
School Dropouts: New Information about an Old Problem. ERIC/CUE Digest, Number 109.
ED 386 515 (UD)

Validity
Student Ratings Offer Useful Input to Teacher Evaluations. ERIC/AE Digest.
ED 398 240 (TM)

Verbal Learning
Oral Language Development across the Curriculum, K-12. ERIC Digest.
ED 389 029 (CS)

Videotape Recordings
VISAGE: Videos in Special and Gifted Education [Machine-Readable Data File]
ED 386 879 (EC)

Violence
A Community Guide to Youth Anti-Bias and Conflict Resolution Programs. For Parents/about Parents.
ED 396 012 (UD)
A Guide to Community Programs To Prevent Youth Violence. For Parents/about Parents.
ED 396 009 (UD)
How Can We Help Make Schools Safe for Children?
ED 396 860 (PS)
How To Help Your Child Avoid Violent Conflicts. For Parents/about Parents.
ED 396 008 (UD)
La Violencia y el Desarrollo de los Ninos (Violence and Young Children's Development). ERIC Digest.
ED 397 990 (PS)
Linking Law-Related Education to Reducing Violence by and against Youth. ERIC Digest.
ED 387 431 (SO)
Preventing Youth Violence in Urban Schools: An Essay Collection. Urban Diversity Series No. 107.
ED 396 021 (UD)

Virtual Reality
Virtual Reality: An Overview. ERIC Digest.
ED 386 178 (IR)

Vocational Education
The Impact of Vocational Education on Racial and Ethnic Minorities. ERIC/CUE Digest, Number 108.
ED 386 514 (UD)
Job Training versus Career Development: What Is Voc Ed's Role? ERIC Digest.
ED 395 217 (CE)
Locating Vocational Education Curriculum and Instructional Materials. ERIC Digest.
ED 395 215 (CE)
Restructuring and Vocational Education. Trends and Issues Alerts.
ED 391 918 (CE)
Youth Organizations. Myths and Realities.
ED 392 895 (CE)

Vocational English (Second Language)
Selling Workplace ESL Instructional Programs. ERIC Digest.
ED 392 315 (FL)
The Vocational and Language Development of Limited English Proficient Adults. Information Series No. 363.
ED 391 104 (CE)

Vocational Evaluation
Assessing Employability Skills. ERIC Digest.
ED 391 109 (CG)

Volunteers
A Guide to Promoting Children's Education in Homeless Families. For Parents/about Parents.
ED 396 015 (UD)

Whole Language Approach
Philosophies and Approaches in Adult ESL Literacy Instruction. ERIC Digest.
ED 386 960 (FL)
Using Literature To Teach Geography in High Schools. ERIC Digest.
ED 393 786 (SO)

Withdrawal (Education)
New Information on Youth Who Drop Out: Why They Leave and What Happens to Them. For Parents/about Parents.
ED 396 006 (UD)

Work Attitudes
Career Development in Generation X. Myths and Realities.
ED 388 801 (CE)

Work Ethic
Career Development in Generation X. Myths and Realities.
ED 388 801 (CE)

World Views
Local Schools of Thought: A Search for Purpose in Rural Education.
ED 391 635 (RC)

World Wide Web
Distance Learning, the Internet, and the World Wide Web. ERIC Digest.
ED 395 214 (CE)
Helping Early Childhood Teacher Education Students Learn about the Internet. ERIC Digest.
ED 395 714 (PS)
Use of Computer-based Technology in Health, Physical Education, Recreation, and Dance. ERIC Digest.
ED 390 874 (SP)

BEST COPY AVAILABLE

Writing Assignments

Teaching Expressive Writing. ERIC Digest.
ED 396 338 (CS)

Writing Development

Teaching Creative Writing in the Elementary School. ERIC Digest.
ED 391 182 (CS)

Teaching Expressive Writing. ERIC Digest.
ED 396 338 (CS)

Writing Instruction

Teaching Creative Writing in the Elementary School. ERIC Digest.
ED 391 182 (CS)

Teaching Expressive Writing. ERIC Digest.
ED 396 338 (CS)

Writing as a Response to Reading. ERIC Digest.
ED 386 734 (CS)

Writing Processes

Teaching Expressive Writing. ERIC Digest.
ED 396 338 (CS)

Young Adults

Career Development in Generation X: Myths and Realities.
ED 388 801 (CE)

How To Prepare Your Children for Work. For Parents/about Parents.
ED 396 018 (UD)

Young Children

Encouraging Creativity in Early Childhood Classrooms. ERIC Digest.
ED 389 474 (PS)

Fostering Second Language Development in Young Children. ERIC Digest.
ED 386 950 (FL)

Teach a Child To Read with Children's Books: Combining Story Reading, Phonics, and Writing to Promote Reading Success.
ED 392 036 (CS)

Youth Problems

Linking Law-Related Education to Reducing Violence by and against Youth. ERIC Digest.
ED 387 431 (SO)

Youth Programs

A Community Guide to Youth Anti-Bias and Conflict Resolution Programs. For Parents/about Parents.
ED 396 012 (UD)

A Guide to Community Programs To Prevent Youth Violence. For Parents/about Parents.
ED 396 009 (UD)

Z Scores

Grading Students. ERIC/AE Digest.
ED 398 239 (TM)

Author Index

Abdal-Haqq, Ismat
Infusing Technology into Preservice Teacher Education. ERIC Digest.
ED 389 699 (SP)
Locating Resources on Professional Development Schools. ERIC Digest.
ED 398 216 (SP)

Aidman, Amy
Advertising in the Schools. ERIC Digest.
ED 389 473 (PS)

Aiex, Nola Kortner
Politically Correct on Campus. ERIC Digest.
ED 390 094 (CS)

Alex, Nola Kortner
Oral Language Development across the Curriculum, K-12. ERIC Digest.
ED 389 029 (CS)

Anderson, Larry S.
K-12 Technology Planning at State, District, and Local Levels. ERIC Digest.
ED 393 448 (IR)

Arter, Judith A.
Portfolios for Assessment and Instruction. ERIC Digest.
ED 388 890 (CG)

Baez, Benjamin
Tenure, Promotion, and Reappointment: Legal and Administrative Implications. ASHE-ERIC Higher Education Report No. 1.
ED 396 608 (HE)
Tenure, Promotion, and Reappointment: Legal and Administrative Implications. ERIC Digest.
ED 396 607 (HE)

Barrett, Terry, Ed.
Lessons for Teaching Art Criticism.
ED 392 658 (SO)

Benard, Bonnie
El Fomento de la Elasticidad en los Ninos (Fostering Resilience in Children). ERIC Digest.
ED 397 991 (PS)
Fostering Resilience in Children. ERIC Digest.
ED 386 327 (PS)

Billig, Shelley H.
Parent, Family, and Community Involvement in the Middle Grades. ERIC Digest.
ED 387 273 (PS)

Bobby, Carol L.
CACREP Accreditation: Assessment and Evaluation in the Standards and Process. ERIC Digest.
ED 388 884 (CG)

Bowen, Raymond C., Ed.
Achieving Administrative Diversity. New Directions for Community Colleges, Number 94.
ED 397 884 (JC)

Brandhorst, Ted, Comp.
ERIC Digests: An Annotated Bibliography of All ERIC Digests Announced in the ERIC Database, April 1993 - March 1996.
ED 395 589 (IR)

Brandhorst, Ted, Ed.
ERIC Clearinghouse Publications, 1994. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in Resources in Education (RIE) January-December 1994.
ED 394 527 (IR)
ERIC Clearinghouse Publications, 1995. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in Resources in Education (RIE) January-December 1995.
ED 395 595 (IR)

Brawer, Florence B.
The American Community College. Third Edition. The Jossey-Bass Higher and Adult Education Series.
ED 389 384 (JC)
Community College Scholarship. ERIC Digest.
ED 395 617 (JC)
Community Colleges International. ERIC Digest.
ED 393 504 (JC)
Retention-Attrition in the Nineties. ERIC Digest.
ED 393 510 (JC)

Brooks, Elizabeth
Database of Teaching Materials on Japan: An Annotated Guide.
ED 389 630 (SO)
Guide to Teaching Materials on Japan. Revised Edition of the 1994 Database of Teaching Materials on Japan.
ED 390 780 (SO)

Brophy, Jere
Enhancing Students' Socialization: Key Elements. ERIC Digest.
ED 395 713 (PS)

Burnett, Gary
Alternatives to Ability Grouping: Still Unanswered Questions. ERIC/CUE Digest Number 111.
ED 390 947 (UD)

Burt, Miriam
Adult ESL Learner Assessment: Purposes and Tools. ERIC Digest.
ED 386 962 (FL)
Evaluating Workplace ESL Instructional Programs. ERIC Digest.
ED 386 961 (FL)
Selling Workplace ESL Instructional Programs. ERIC Digest.
ED 392 315 (FL)

Bush, Harold K., Jr.
Poststructuralism as Theory and Practice in the English Classroom. ERIC Digest.
ED 387 794 (CS)

Carlson, Janet F.
Testing Students with Disabilities. ERIC Digest.
ED 391 984 (CG)

Centra, John A.
Tenure, Promotion, and Reappointment: Legal and Administrative Implications. ASHE-ERIC Higher Education Report No. 1.
ED 396 608 (HE)
Tenure, Promotion, and Reappointment: Legal and Administrative Implications. ERIC Digest.
ED 396 607 (HE)

Chard, Sylvia C.
The Contribution of Documentation to the Quality of Early Childhood Education. ERIC Digest.
ED 393 608 (PS)

Chavkin, Nancy Feyl
Forging Partnerships between Mexican American Parents and the Schools. ERIC Digest.
ED 388 489 (RC)

Ciancone, Tom
Numeracy in the Adult ESL Classroom. ERIC Digest.
ED 392 316 (FL)

Clark, Gilbert, Ed.
Lessons for Teaching Art Criticism.
ED 392 658 (SO)

Clawson, Thomas
The Role of Assessment in Counselor Certification. ERIC Digest.
ED 388 885 (CG)

Clowes, Darrel A., Ed.
Community Colleges and Proprietary Schools: Conflict or Convergence? New Directions for Community Colleges, Number 91.
ED 387 193 (JC)

Cobine, Gary R.
Teaching Expressive Writing. ERIC Digest.
ED 396 338 (CS)
Writing as a Response to Reading. ERIC Digest.
ED 386 734 (CS)

Cohen, Arthur M.
The American Community College. Third Edition. The Jossey-Bass Higher and Adult Education Series.
ED 389 384 (JC)
Community College Scholarship. ERIC Digest.
ED 395 617 (JC)
Projecting the Future of Community Colleges. ERIC Digest.
ED 388 351 (JC)

Colby, Anita
Creating and Maintaining a Diverse Faculty. ERIC Digest.
ED 386 261 (JC)

Collard, Betsy
Career Resilience in a Changing Workplace. Information Series No. 366.
ED 396 191 (CE)

Collins, Norma Decker
Motivating Low Performing Adolescent Readers. ERIC Digest.
ED 396 265 (CS)

Conoley, Jane Close
Using Buros Institute of Mental Measurements Materials in Counseling and Therapy. ERIC Digest.
ED 391 987 (CG)

Cotton, Eileen Giuffre
The Online Classroom: Teaching with the Internet.
ED 391 193 (CS)

Crandall, JoAnn
Philosophies and Approaches in Adult ESL Literacy Instruction. ERIC Digest.
ED 386 960 (FL)

Cress, Christine
Assessment and Testing: Measuring Up to Expectations. ERIC Digest.
ED 391 559 (JC)

Cross, Lawrence H.
Grading Students. ERIC/AE Digest.
ED 398 239 (TM)

Dame, Melvina Azar
Serving Linguistically and Culturally Diverse Students: Strategies for the School Librarian. ERIC Digest.
ED 390 283 (FL)

de La Paz, Susan
Screening for Special Diagnoses. ERIC Digest.
ED 389 965 (CG)

Devlin, Barbara
Cluster Grouping of Gifted Students: How To Provide Full-Time Services on a Part-Time Budget. ERIC Digest E538.
ED 397 618 (EC)

Downey, James, Ed.
Resources for Law-Related Education: Documents and Journal Articles in ERIC, 1994.
ED 388 534 (SO)

Drake, Liselle
Internet Resources for Guidance Personnel. ERIC Digest.
ED 391 988 (CG)

Drill, Janet, Comp.
Readings and Resources on Autism. ERIC Mini-Bib.
ED 392 199 (EC)

Drill, Janet, Ed.
VISAGE: Videos in Special and Gifted Education [Machine-Readable Data File.]
ED 386 879 (EC)

Dunn, Rita
Hispanic-American Students and Learning Style. ERIC Digest.
ED 393 607 (PS)

Edwards, Carolyn Pope
Encouraging Creativity in Early Childhood Classrooms. ERIC Digest.
ED 389 474 (PS)

Eisenberg, Michael B.
Computer Skills for Information Problem-Solving: Learning and Teaching Technology in Context. ERIC Digest.
ED 392 463 (IR)

Ely, Donald P.
The Field of Educational Technology: Update 1995—A Dozen Frequently Asked Questions. ERIC Digest.
ED 387 117 (IR)
Trends in Educational Technology 1995.
ED 396 717 (IR)

Espinosa, Linda M.
La Participacion de los Padres en los Programas Preescolares. (Hispanic Parent Involvement in Early Childhood Programs.) ERIC Digest.
ED 397 993 (PS)

Essex, Christopher
Teaching Creative Writing in the Elementary School. ERIC Digest.
ED 391 182 (CS)

Farmer, Helen S.
Gender Differences in Adolescent Career Exploration. ERIC Digest.
ED 391 108 (CG)

Feiman-Nemser, Sharon
Teacher Mentoring: A Critical Review. ERIC Digest.
ED 397 060 (SP)

Feldman, Kenneth A.
Taking Teaching Seriously: Meeting the Challenge of Instructional Improvement. ASHE-ERIC Higher Education Report No. 2, 1995.
ED 396 616 (HE)
Taking Teaching Seriously: Meeting the Challenge of Instructional Improvement. ERIC Digest.
ED 396 615 (HE)

Flores, Judith LeBlanc, Ed.
Children of La Frontera: Binational Efforts To Serve Mexican Migrant and Immigrant Students.
ED 393 631 (RC)

Foote, Elizabeth
Achieving Administrator Diversity. ERIC Digest.
ED 395 616 (JC)
Creating and Maintaining a Diverse Faculty. ERIC Digest.
ED 386 261 (JC)

Franchi, Jorge
Virtual Realty: An Overview. ERIC Digest.
ED 386 178 (IR)

Frary, Robert B.
More Multiple-Choice Item Writing Do's and Don'ts. ERIC/AE Digest.
ED 398 238 (TM)

Friedenberg, Joan E.
The Vocational and Language Development of Limited English Proficient Adults. Information Series No. 363.
ED 391 104 (CE)

Fuller, James O.
How Can We Help Make Schools Safe for Children?
ED 396 860 (PS)

Gardiner, Lion F.
Redesigning Higher Education. Producing Dramatic Gains in Student Learning. ERIC Digest.
ED 394 441 (HE)
Redesigning Higher Education: Producing Dramatic Gains in Student Learning. ASHE-ERIC Higher Education Report No. 7.
ED 394 442 (HE)

Garman, Brian
Civic Education through Service Learning. ERIC Digest.
ED 390 720 (SO)

Geisinger, Kurt F.
Testing Students with Disabilities. ERIC Digest.
ED 391 984 (CG)

Georgakakos, John Harry
Science Reasoning Ability of Community College Students. ERIC Digest.
ED 393 505 (JC)

Girard, Kathryn L.
Preparing Teachers for Conflict Resolution in the Schools. ERIC Digest.
ED 387 456 (SP)

Gonzalez, Dora Lara
Forging Partnerships between Mexican American Parents and the Schools. ERIC Digest.
ED 388 489 (RC)

Graham, Steve
Screening for Special Diagnoses. ERIC Digest.
ED 389 965 (CG)

Griggs, Shirley
Hispanic-American Students and Learning Style. ERIC Digest.
ED 393 607 (PS)

Guzman, Ana
Improving Learning in Science and Basic Skills among Diverse Student Populations.
ED 390 655 (SE)

Gysbers, Norman C.
Evaluating School Guidance Programs. ERIC Digest.
ED 388 887 (CG)

Hambleton, Ronald
Item Bias Review. ERIC/AE Digest.
ED 398 241 (TM)

Hammer, Patricia Cahape, Comp.
Rural Education Directory: Organizations and Resources, 1996.
ED 395 745 (RC)

Hansen, Jo-Ida C.
Interest Assessment. ERIC Digest.
ED 389 961 (CG)

Harrington, Thomas F.
Assessment of Abilities. ERIC Digest.
ED 389 960 (CG)

Hartung, Paul J.
Assessing Career Certainty and Choice Status. ERIC Digest.
ED 391 107 (CG)

Hawthorne, Elizabeth M., Ed.
Community Colleges and Proprietary Schools: Conflict or Convergence? New Directions for Community Colleges, Number 91.
ED 387 193 (JC)

Healy, Langdon T., Ed.
Resources on Law-Related Education: Documents and Journal Articles in ERIC, 1995. Yearbook No. 2.
ED 394 895 (SO)

Heaney, Tom
Adult Education for Social Change: From Center Stage to the Wings and Back Again. Information Series No. 365.
ED 396 190 (CE)

Henderson, Kelly
Overview of ADA, IDEA, and Section 504. ERIC Digest E537.
ED 389 142 (EC)

Henriksen, Janel Ann Soule
The Influence of Race and Ethnicity on Access to Postsecondary Education and the College Experience. ERIC Digest.
ED 386 242 (JC)

Higginbottom, George, Ed.
Curriculum Models for General Education. New Directions for Community Colleges, Number 92.
ED 388 361 (JC)

Hinchliffe, Lisa Janicke
Helping Early Childhood Teacher Education Students Learn about the Internet. ERIC Digest.
ED 395 714 (PS)

Hinkle, J. Scott
Family Counseling in the Schools. Effective Strategies and Interventions for Counselors, Psychologists and Therapists.
ED 393 058 (CG)

Holub, Jonathan D.
The Role of the Rural Community College in Rural Community Development. ERIC Digest.
ED 391 558 (JC)

Howley, Craig
Briefs for English-Speaking Parents, 1996.
ED 392 583 (RC)

Hume, Susan E.
Teaching about Africa. ERIC Digest.
ED 393 790 (SO)
Using Literature To Teach Geography in High Schools. ERIC Digest.
ED 393 786 (SO)

Imel, Susan
Computer-Based Career Information Systems. ERIC Digest.
ED 395 216 (CE)
Inclusive Adult Learning Environments. ERIC Digest No. 162.
ED 385 779 (CE)
Older Workers: Myths and Realities.
ED 392 894 (CE)
Tech Prep: Trends and Issues Alerts.
ED 394 060 (CE)
Women and Literacy: Trends and Issues Alerts.
ED 391 919 (CE)

Impara, James C.
Assessment Skills of Counselors, Principals, and Teachers. ERIC Digest.
ED 387 708 (CG)

Irmsher, Karen
Block Scheduling. ERIC Digest, Number 104.
ED 393 156 (EA)
Communication Skills. ERIC Digest, Number 102.
ED 390 114 (EA)

Johnson, Doug
Computer Skills for Information Problem-Solving: Learning and Teaching Technology in Context. ERIC Digest.
ED 392 463 (IR)

Juhnke, Gerald A.
Mental Health Counseling Assessment: Broadening One's Understanding of the Client and the Clients Presenting Concerns. ERIC Digest.
ED 388 883 (CG)

Kandor, Joseph R.
CACREP Accreditation: Assessment and Evaluation in the Standards and Process. ERIC Digest.
ED 388 884 (CG)

Kapes, Jerome T.
Locating and Evaluating Career Assessment Instruments. ERIC Digest.
ED 391 989 (CG)

Katz, Lilian G.
The Contribution of Documentation to the Quality of Early Childhood Education. ERIC Digest.
ED 393 608 (PS)

Keenan, Fran
Adult ESL Learner Assessment: Purposes and Tools. ERIC Digest.
ED 386 962 (FL)

Kehoe, Jerard
Basic Item Analysis for Multiple-Choice Tests. ERIC/AE Digest.
ED 398 237 (TM)
Writing Multiple-Choice Test Items. ERIC/AE Digest.
ED 398 236 (TM)

Kenyon, Dorry
Simulated Oral Proficiency Interviews: An Update. ERIC Digest.
ED 395 501 (FL)

Kerka, Sandra
Adult Career Counseling in a New Age. ERIC Digest No. 167.
ED 389 881 (CE)
Adult Learner Retention Revisited. ERIC Digest No. 166.
ED 389 880 (CE)
Distance Learning, the Internet, and the World Wide Web. ERIC Digest.
ED 395 214 (CE)
The Learning Organization: Myths and Realities.
ED 388 802 (CE)
Not Just a Number: Critical Numeracy for Adults. ERIC Digest No. 163.
ED 385 780 (CE)

Kim, Sue H.
Multicultural Assessment. ERIC Digest.
ED 391 112 (CG)

Knapp, Clifford E.
Just beyond the Classroom: Community Adventures for Interdisciplinary Learning.
ED 388 485 (RC)

Kuh, George D.
Student Learning Outside the Classroom: Transcending Artificial Boundaries. ASHE-ERIC Higher Education Report No. 8.
ED 394 444 (HE)
Student Learning Outside the Classroom: Transcending Artificial Boundaries. ERIC Digest.
ED 394 443 (HE)

Kumar, David
Computers and Assessment in Science Education. ERIC Digest.
ED 395 770 (SE)

Lam, Tony C. M.
Fairness in Performance Assessment. ERIC Digest.
ED 391 982 (CG)

Lankard, Bettina A.
Career Development in Generation X: Myths and Realities.
ED 388 801 (CE)
Careers in the Environment: Trends and Issues Alerts.
ED 391 920 (CE)
Family Role in Career Development. ERIC Digest No. 164.
ED 389 878 (CE)
Job Training versus Career Development: What Is Voc Ed's Role? ERIC Digest.
ED 395 217 (CE)
New Ways of Learning in the Workplace. ERIC Digest No. 161.
ED 385 778 (CE)
Restructuring and Vocational Education: Trends and Issues Alerts.
ED 391 918 (CE)
SCANS and the New Vocationalism. ERIC Digest No. 165.
ED 389 879 (CE)
Youth Organizations: Myths and Realities.
ED 392 895 (CE)

Lankes, Anna Maria D.
Electronic Portfolios: A New Idea in Assessment. ERIC Digest.
ED 390 377 (IR)

Lashway, Larry
Ethical Leadership. ERIC Digest, Number 107.
ED 397 463 (EA)
The Limits of Shared Decision-Making. ERIC Digest, Number 108.
ED 397 467 (EA)

Lederman, Tim
Local Area Networks for K-12 Schools. ERIC Digest.
ED 389 277 (IR)

Lee, Courtland C.
Saving the Native Son: Empowerment Strategies for Young Black Males.
ED 393 059 (CG)

Leming, Robert S.
Essentials of Law-Related Education. ERIC Digest.
ED 390 779 (SO)

Leming, Robert S., Ed.
Resources for Law-Related Education: Documents and Journal Articles in ERIC, 1994.
ED 388 534 (SO)
Resources on Law-Related Education: Documents and Journal Articles in ERIC, 1995. Yearbook No. 2.
ED 394 895 (SO)

Lester, Juliette N.
Assessing Career Development with Portfolios. ERIC Digest.
ED 391 110 (CG)

Lewis, Mark S.
Supply and Demand of Teachers of Color. ERIC Digest.
ED 390 875 (SP)

Lisman, C. David, Ed.
Promoting Community Renewal through Civic Literacy and Service Learning. New Directions for Community Colleges, Number 93.
ED 392 510 (JC)

Loesch, Larry C.
Assessment of Counselor Performance. ERIC Digest.
ED 388 886 (CG)

Manifold, Marjorie Cohee
Art Education in the Social Studies. ERIC Digest.
ED 393 787 (SO)

Masters, Denise G.
Total Quality Management in Libraries. ERIC Digest.
ED 396 759 (IR)

McChesney, Jim
Full-Service Schools.
ED 390 117 (EA)
What Works in Schools: Form and Reform for the 21st Century.
ED 397 513 (EA)

McLarty, Joyce R.
Assessing Employability Skills. ERIC Digest.
ED 391 109 (CG)

McLean, Daniel D.
Use of Computer-based Technology in Health, Physical Education, Recreation, and Dance. ERIC Digest.
ED 390 874 (SP)

Menchaca, Velma D.
Instructional Strategies for Migrant Students. ERIC Digest.
ED 388 491 (RC)

Met, Myriam
Middle Schools and Foreign Languages: A View for the Future. ERIC Digest.
ED 392 246 (FL)

Miller, Steven L., Ed.
European Unification: A Conceptual Guide for Educators.
ED 388 606 (SO)

Mino, Mary
Taking Personal and Professional Contexts into Account in the Basic Public Speaking Course. ERIC Digest.
ED 392 111 (CS)

Morgan, Nancy A.
An Introduction to Internet Resources for K-12 Educators. Part I: Information Resources, Update 1996. ERIC Digest.
ED 391 460 (IR)
An Introduction to Internet Resources for K-12 Educators. Part II: Question Answering, Listservs, Discussion Groups, Update 1996. ERIC Digest.
ED 391 461 (IR)

BEST COPY AVAILABLE

Muller, Gilbert H., Ed.
Achieving Administrative Diversity. New Directions for Community Colleges, Number 94.
ED 397 884 (JC)

Nelson, Deborah
The School Psychologist's Role in School Assessment. ERIC Digest.
ED 391 985 (CG)

Ortiz, Flora Ida
Mexican American Women: Schooling, Work, and Family. ERIC Digest.
ED 388 490 (RC)

Oswald, Lori Jo
Work Teams in Schools. ERIC Digest, Number 103.
ED 391 226 (EA)

Otto, Paul B., Ed.
Science Education in the Rural United States. Implications for the Twenty-First Century. A Yearbook of the Association for the Education of Teachers in Science.
ED 390 649 (SE)

Owens, Douglas T., Ed.
Proceedings of the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, Ohio, October 21-24, 1995). Volumes 1 and 2: Plenary Lectures, Discussion Groups, Research Papers, Oral Reports, and Poster Presentations.
ED 389 534 (SE)

Parsons, Michael H., Ed.
Promoting Community Renewal through Civic Literacy and Service Learning. New Directions for Community Colleges, Number 93.
ED 392 510 (JC)

Patrick, John J.
Civic Education for Constitutional Democracy: An International Perspective. ERIC Digest.
ED 390 781 (SO)

Paulsen, Michael B.
Taking Teaching Seriously: Meeting the Challenge of Instructional Improvement. ASHE-ERIC Higher Education Report No. 2, 1995.
ED 396 616 (HE)
Taking Teaching Seriously: Meeting the Challenge of Instructional Improvement. ERIC Digest.
ED 396 615 (HE)

Pereira, Carolyn
Linking Law-Related Education to Reducing Violence by and against Youth. ERIC Digest.
ED 387 431 (SO)

Perry, Nancy S.
Assessing Career Development with Portfolios. ERIC Digest.
ED 391 110 (CG)

Peyton, Joy
Philosophies and Approaches in Adult ESL Literacy Instruction. ERIC Digest.
ED 386 960 (FL)

Plake, Barbara S.
Using Buros Institute of Mental Measurements Materials in Counseling and Therapy. ERIC Digest.
ED 391 987 (CG)

Popham, W. James
New Assessment Methods for School Counselors. ERIC Digest.
ED 388 888 (CG)

Prediger, Dale J.
Assessment in Career Counseling. ERIC Digest.
ED 389 966 (CG)

Pugh, Elizabeth, Comp.
ERIC Digests: An Annotated Bibliography of All ERIC Digests Announced in the ERIC Database, April 1993 - March 1996.
ED 395 589 (IR)

Raywid, Mary Anne
Downsizing Schools in Big Cities. ERIC Digest, No. 112.
ED 393 958 (UD)
Taking Stock: The Movement To Create Mini-Schools, Schools-within-Schools, and Separate Small Schools. Urban Diversity Series No. 108.
ED 396 045 (UD)

Reese, Debbie
Teaching Young Children about Native Americans. ERIC Digest.
ED 394 744 (PS)

Remy, Richard C., Ed.
Building Civic Education for Democracy in Poland.
ED 396 986 (SO)

Richardson, Michelle
Recommended Competencies for Outdoor Educators. ERIC Digest.
ED 391 624 (RC)

Rifkin, Tronie
Science Reasoning Ability of Community College Students. ERIC Digest.
ED 393 505 (JC)

Ritter, Sandra H.
Assessment of Preschool Children. ERIC Digest.
ED 389 964 (CG)

Rivera-Batiz, Francisco L.
The Impact of Vocational Education on Racial and Ethnic Minorities. ERIC/CUE Digest, Number 108.
ED 386 514 (UD)

Robinson, Chester R.
How Can We Help Make Schools Safe for Children?
ED 396 860 (PS)

Rodgers, Jane
Item Bias Review. ERIC/AE Digest.
ED 398 241 (TM)

Roeber, Edward
Emerging Student Assessment Systems for School Reform. ERIC Digest.
ED 389 959 (CG)

Romano, Richard M., Ed.
Curriculum Models for General Education. New Directions for Community Colleges, Number 92.
ED 388 361 (JC)

Rosenblum, Susan
Union-Sponsored Workplace ESL Instruction. ERIC Digest.
ED 392 317 (FL)

Rosenfield, Sylvia
The School Psychologist's Role in School Assessment. ERIC Digest.
ED 391 985 (CG)

Rothenberg, Dianne
Supporting Girls in Early Adolescence. ERIC Digest.
ED 386 331 (PS)

Rudner, Lawrence M.
Internet Resources for Guidance Personnel. ERIC Digest.
ED 391 988 (CG)

Ruiz-Escalante, Jose A.
Instructional Strategies for Migrant Students. ERIC Digest.
ED 388 491 (RC)

Rutherford, Barry
Parent, Family, and Community Involvement in the Middle Grades. ERIC Digest.
ED 387 273 (PS)

Saccomano, Mark
Evaluating Workplace ESL Instructional Programs. ERIC Digest.
ED 386 961 (FL)

Sampson, James P., Jr.
Computer-Assisted Testing in Counseling and Therapy. ERIC Digest.
ED 391 983 (CG)

Saterfiel, Thomas H.
Assessing Employability Skills. ERIC Digest.
ED 391 109 (CG)

Schafer, William D.
Assessment Skills for School Counselors. ERIC Digest.
ED 387 709 (CG)

Schamber, Linda
Library Collection Development in an Electronic Age. ERIC Digest.
ED 392 467 (IR)

Schmeiser, Cynthia B.
Ethics in Assessment. ERIC Digest.
ED 391 111 (CG)

Schwartz, Wendy
A Community Guide to Multicultural Education Programs. For Parents/about Parents.
ED 396 011 (UD)
A Community Guide to Youth Anti-Bias and Conflict Resolution Programs. For Parents/about Parents.
ED 396 012 (UD)
A Guide to Assessing and Placing Language Minority Students. For Parents/about Parents.
ED 396 016 (UD)
A Guide to Communicating with Asian American Families. For Parents/about Parents.
ED 396 014 (UD)
A Guide to Community Programs To Prevent Youth Violence. For Parents/about Parents.
ED 396 009 (UD)
A Guide to Computer Learning in Your Child's School. For Parents/about Parents.
ED 396 010 (UD)
A Guide to Promoting Children's Education in Homeless Families. For Parents/about Parents.
ED 396 015 (UD)
A Guide to Teaching English and Science Together. For Parents/about Parents.
ED 396 007 (UD)
How To Help Your Child Avoid Violent Conflicts. For Parents/about Parents.
ED 396 008 (UD)
How To Prepare Your Children for Work. For Parents/about Parents.
ED 396 018 (UD)
How To Promote the Science and Mathematics Achievement of Females and Minorities. For Parents/about Parents.
ED 396 013 (UD)
New Information on Youth Who Drop Out: Why They Leave and What Happens to Them. For Parents/about Parents.
ED 396 006 (UD)
Opportunity To Learn Standards: Their Impact on Urban Students. ERIC/CUE Digest Number 110.
ED 389 816 (UD)
School Dropouts: New Information about an Old Problem. ERIC/CUE Digest, Number 109.
ED 386 515 (UD)
Will a Focus School Meet the Needs of Your Child? For Parents/about Parents.
ED 396 017 (UD)

Schwartz, Wendy, Ed.
Preventing Youth Violence in Urban Schools: An Essay Collection. Urban Diversity Series No. 107.
ED 396 021 (UD)

Scriven, Michael
Student Ratings Offer Useful Input to Teacher Evaluations. ERIC/AE Digest.
ED 398 240 (TM)

Scruggs, Cathy A.
Tech Prep Q & A: Information for Program Development. Information Series No. 364.
ED 391 105 (CE)

Sedlacek, William E.
Multicultural Assessment. ERIC Digest.
ED 391 112 (CG)

Sensenbaugh, Roger
Reading Recovery. ERIC Digest.
ED 386 713 (CS)

BEST COPY AVAILABLE

Short, Rick Jay, Ed.
Creating a New Vision of School Psychology: Emerging Models of Psychological Practice in Schools.
ED 390 015 (CG)

Siler, Carl R.
Oral History in the Teaching of U.S. History. ERIC Digest.
ED 393 781 (SO)

Simmons, Deborah
Recommended Competencies for Outdoor Educators. ERIC Digest.
ED 391 624 (RC)

Smith, Douglas K.
Cooperation between School Psychologists and Counselors in Assessment. ERIC Digest.
ED 391 986 (CG)

Smith, Stuart C.
Transforming School Culture: Stories, Symbols, Values & the Leader's Role.
ED 386 783 (EA)

Sorenson, Barbara, Comp.
Readings and Resources on Autism. ERIC Mini-Bib.
ED 392 199 (EC)

Sorenson, Barbara, Ed.
VISAGE: Videos in Special and Gifted Education [Machine-Readable Data File.]
ED 386 879 (EC)

Springate, Kay Wright
Encouraging Creativity in Early Childhood Classrooms. ERIC Digest.
ED 389 474 (PS)

St. Germaine, Richard
Drop-Out Rates among American Indian and Alaska Native Students: Beyond Cultural Discontinuity. ERIC Digest.
ED 388 492 (RC)

Stansfield, Charles W.
Simulated Oral Proficiency Interviews: An Update. ERIC Digest.
ED 395 501 (FL)

Stewart, Richard D.
Using Mythic-Archetypal Approaches in the Language Arts. ERIC Digest.
ED 394 147 (CS)

Stiggins, Richard J.
Sound Performance Assessments in the Guidance Context. ERIC Digest.
ED 388 889 (CG)

Stolp, Stephen
Transforming School Culture: Stories, Symbols, Values & the Leader's Role.
ED 386 783 (EA)

Strein, William
Assessment of Self-Concept. ERIC Digest.
ED 389 962 (CG)

Strzemieczny, Jacek, Ed.
Building Civic Education for Democracy in Poland.
ED 396 986 (SO)

Summerfield, Liane M.
National Standards for School Health Education. ERIC Digest.
ED 387 483 (SP)

Sutman, Francis X.
Improving Learning in Science and Basic Skills among Diverse Student Populations.
ED 390 655 (SE)

Svestka, Sherlie S.
Financing Preschool for All Children. ERIC Digest.
ED 389 471 (PS)

Talley, Ronda C., Ed.
Creating a New Vision of School Psychology: Emerging Models of Psychological Practice in Schools.
ED 390 015 (CG)

Tannenbaum, Jo-Ellen
Practical Ideas on Alternative Assessment for ESL Students. ERIC Digest.
ED 395 500 (FL)

Taylor, Howard Eugene
Practical Suggestions for Teaching Global Education. ERIC Digest.
ED 395 924 (SP)

Teglasi, Hedwig
Assessment of Temperament. ERIC Digest.
ED 389 963 (CG)

Tennant, Roy
Internet Basics: Update 1996. ERIC Digest.
ED 392 466 (IR)

Thogmartin, Mark B.
Teach a Child To Read with Children's Books: Combining Story Reading, Phonics, and Writing to Promote Reading Success.
ED 392 036 (CS)

Thompson, Bruce
Inappropriate Statistical Practices in Counseling Research: Three Pointers for Readers of Research Literature. ERIC Digest.
ED 391 990 (CG)

Tomlinson, Carol Ann
Differentiating Instruction for Advanced Learners in the Mixed-Ability Middle School Classroom. ERIC Digest E536.
ED 389 141 (EC)
Gifted Learners and the Middle School: Problem or Promise? ERIC Digest E535.
ED 386 832 (EC)

Urzua, Carole
Cross-Age Tutoring in the Literacy Club. ERIC Digest.
ED 386 949 (FL)

Vacc, Nicholas A.
Assessment of Preschool Children. ERIC Digest.
ED 389 964 (CG)

Wagner, Judith O.
Locating Vocational Education Curriculum and Instructional Materials. ERIC Digest.
ED 395 215 (CE)
Using the Internet in Vocational Education. ERIC Digest No. 160.
ED 385 777 (CE)

Walker, Dean
Integrative Education.
ED 390 141 (EA)
Integrative Education. ERIC Digest, Number 101.
ED 390 112 (EA)

Wallach, Lorraine B.
La Violencia y el Desarrollo de los Ninos (Violence and Young Children's Development). ERIC Digest.
ED 397 990 (PS)

Webb, Clark D.
Local Schools of Thought: A Search for Purpose in Rural Education.
ED 391 635 (RC)

Weiler, Carolyn R., Ed.
ERIC Clearinghouse Publications, 1994. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in Resources in Education (RIE) January-December 1994.
ED 394 527 (IR)
ERIC Clearinghouse Publications, 1995. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in Resources in Education (RIE) January-December 1995.
ED 395 595 (IR)

Wells, Michael E.
Family Counseling in the Schools. Effective Strategies and Interventions for Counselors, Psychologists and Therapists.
ED 393 058 (CG)

Winebrenner, Susan
Cluster Grouping of Gifted Students: How To Provide Full-Time Services on a Part-Time Budget. ERIC Digest E538.
ED 397 618 (EC)

Wolverton, Mimi
A New Alliance: Continuous Quality and Classroom Effectiveness. ASHE-ERIC Higher Education Report No. 6.
ED 392 369 (HE)
A New Alliance: Continuous Quality and Classroom Effectiveness. ERIC Digest.
ED 392 368 (HE)

Zhang, Hong
Oral Language Development across the Curriculum, K-12. ERIC Digest.
ED 389 029 (CS)

Zill, Nicholas
School Readiness and Children's Developmental Status. ERIC Digest.
ED 389 475 (PS)

BEST COPY AVAILABLE

Institution Index

ACCESS ERIC, Rockville, MD.

How Can We Help Make Schools Safe for Children?
ED 396 860 (PS)

K-12 Computer Networking.
ED 392 413 (IR)

Adjunct ERIC Clearinghouse for Art Education, Bloomington, IN.

Lessons for Teaching Art Criticism.
ED 392 658 (SO)

Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.

Adult ESL Learner Assessment: Purposes and Tools. ERIC Digest.
ED 386 962 (FL)

Evaluating Workplace ESL Instructional Programs. ERIC Digest.
ED 386 961 (FL)

Philosophies and Approaches in Adult ESL Literacy Instruction. ERIC Digest.
ED 386 960 (FL)

Selling Workplace ESL Instructional Programs. ERIC Digest.
ED 392 315 (FL)

Adjunct ERIC Clearinghouse for Law-Related Education, Bloomington, IN.

Essentials of Law-Related Education. ERIC Digest.
ED 390 779 (SO)

American Bar Association Chicago, IL. National Law-Related Education Resource Center.

Essentials of Law-Related Education. ERIC Digest.
ED 390 779 (SO)

Resources for Law-Related Education: Documents and Journal Articles in ERIC, 1994.
ED 388 534 (SO)

Resources on Law-Related Education: Documents and Journal Articles in ERIC, 1995. Yearbook No. 2.
ED 394 895 (SO)

American Psychological Association, Washington, D.C.

Creating a New Vision of School Psychology: Emerging Models of Psychological Practice in Schools.
ED 390 015 (CG)

Association for the Education of Teachers in Science.

Science Education in the Rural United States. Implications for the Twenty-First Century. A Yearbook of the Association for the Education of Teachers in Science.
ED 390 649 (SE)

Association for the Study of Higher Education.

A New Alliance: Continuous Quality and Classroom Effectiveness. ASHE-ERIC Higher Education Report No. 6.
ED 392 369 (HE)

Redesigning Higher Education: Producing Dramatic Gains in Student Learning. ASHE-ERIC Higher Education Report No. 7.
ED 394 442 (HE)

Student Learning Outside the Classroom: Transcending Artificial Boundaries. ASHE-ERIC Higher Education Report No. 8.
ED 394 444 (HE)

Taking Teaching Seriously: Meeting the Challenge of Instructional Improvement. ASHE-ERIC Higher Education Report No. 2, 1995.
ED 396 616 (HE)

Tenure, Promotion, and Reappointment: Legal and Administrative Implications. ASHE-ERIC Higher Education Report No. 1.
ED 396 608 (HE)

Center on Organization and Restructuring of Schools, Madison, WI.

Taking Stock: The Movement To Create Mini-Schools, Schools-within-Schools, and Separate Small Schools. Urban Diversity Series No. 108.
ED 396 045 (UD)

Computer Sciences Corp., Rockville, MD.

ERIC Clearinghouse Publications, 1994. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in Resources in Education (RIE) January-December 1994.
ED 394 527 (IR)

ERIC Clearinghouse Publications, 1995. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in Resources in Education (RIE) January-December 1995.
ED 395 595 (IR)

ERIC Digests: An Annotated Bibliography of All ERIC Digests Announced in the ERIC Database, April 1993 - March 1996.
ED 395 589 (IR)

Council for Exceptional Children, Reston, Va.

VISAGE: Videos in Special and Gifted Education [Machine-Readable Data File.]
ED 386 879 (EC)

Department of Education, Washington, DC.

Enhancing Students' Socialization: Key Elements. ERIC Digest.
ED 395 713 (PS)

Fostering Resilience in Children. ERIC Digest.
ED 386 327 (PS)

Helping Early Childhood Teacher Education Students Learn about the Internet. ERIC Digest.
ED 395 714 (PS)

Educational Resources Information Center (ED), Washington, DC.

ERIC Clearinghouse Publications, 1994. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in Resources in Education (RIE) January-December 1994.
ED 394 527 (IR)

ERIC Clearinghouse Publications, 1995. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in Resources in Education (RIE) January-December 1995.
ED 395 595 (IR)

ERIC Digests: An Annotated Bibliography of All ERIC Digests Announced in the ERIC Database, April 1993 - March 1996.
ED 395 589 (IR)

K-12 Computer Networking.
ED 392 413 (IR)

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.

Achieving Administrative Diversity. New Directions for Community Colleges, Number 94.
ED 397 884 (JC)

Achieving Administrator Diversity. ERIC Digest.
ED 395 616 (JC)

Assessment and Testing: Measuring Up to Expectations. ERIC Digest.
ED 391 559 (JC)

Community College Scholarship. ERIC Digest.
ED 395 617 (JC)

Community Colleges and Proprietary Schools: Conflict or Convergence? New Directions for Community Colleges, Number 91.
ED 387 193 (JC)

Community Colleges International. ERIC Digest.
ED 393 504 (JC)

Creating and Maintaining a Diverse Faculty. ERIC Digest.
ED 386 261 (JC)

Curriculum Models for General Education. New Directions for Community Colleges, Number 92.
ED 388 361 (JC)

Projecting the Future of Community Colleges. ERIC Digest.
ED 388 351 (JC)

Promoting Community Renewal through Civic Literacy and Service Learning. New Directions for Community Colleges, Number 93.
ED 392 510 (JC)

Retention-Attrition in the Nineties. ERIC Digest.
ED 393 510 (JC)

Science Reasoning Ability of Community College Students. ERIC Digest.
ED 393 505 (JC)

The American Community College. Third Edition. The Jossey-Bass Higher and Adult Education Series.
ED 389 384 (JC)

The Influence of Race and Ethnicity on Access to Postsecondary Education and the College Experience. ERIC Digest.
ED 386 242 (JC)

The Role of the Rural Community College in Rural Community Development. ERIC Digest.
ED 391 558 (JC)

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Computers and Assessment in Science Education. ERIC Digest.
ED 395 770 (SE)

Improving Learning in Science and Basic Skills among Diverse Student Populations.
ED 390 655 (SE)

Proceedings of the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, Ohio, October 21-24, 1995). Volumes 1 and 2: Plenary Lectures, Discussion Groups, Research Papers, Oral Reports, and Poster Presentations.
ED 389 534 (SE)

Science Education in the Rural United States. Implications for the Twenty-First Century. A Yearbook of the Association for the Education of Teachers in Science.
ED 390 649 (SE)

ERIC Clearinghouse for Social Studies/ Social Science Education, Bloomington, IN.

Art Education in the Social Studies. ERIC Digest.
ED 393 787 (SO)

Building Civic Education for Democracy in Poland.
ED 396 986 (SO)

Civic Education for Constitutional Democracy: An International Perspective. ERIC Digest.
ED 390 781 (SO)

Civic Education through Service Learning. ERIC Digest.
ED 390 720 (SO)

Database of Teaching Materials on Japan: An Annotated Guide.
ED 389 630 (SO)

Essentials of Law-Related Education. ERIC Digest.
ED 390 779 (SO)

European Unification: A Conceptual Guide for Educators.
ED 388 606 (SO)

Guide to Teaching Materials on Japan. Revised Edition of the 1994 Database of Teaching Materials on Japan.
ED 390 780 (SO)

Lessons for Teaching Art Criticism.
ED 392 658 (SO)

Linking Law-Related Education to Reducing Violence by and against Youth. ERIC Digest.
ED 387 431 (SO)

Oral History in the Teaching of U.S. History. ERIC Digest.
ED 393 781 (SO)

Resources for Law-Related Education: Documents and Journal Articles in ERIC, 1994.
ED 388 534 (SO)

Resources on Law-Related Education: Documents and Journal Articles in ERIC, 1995. Yearbook No. 2.
ED 394 895 (SO)

Teaching about Africa. ERIC Digest.
ED 393 790 (SO)

Using Literature To Teach Geography in High Schools. ERIC Digest.
ED 393 786 (SO)

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Adult Career Counseling in a New Age. ERIC Digest No. 167.
ED 389 881 (CE)

Adult Education for Social Change: From Center Stage to the Wings and Back Again. Information Series No. 365.
ED 396 190 (CE)

Adult Learner Retention Revisited. ERIC Digest No. 166.
ED 389 880 (CE)

Career Development in Generation X. Myths and Realities.
ED 388 801 (CE)

Career Resilience in a Changing Workplace. Information Series No. 366.
ED 396 191 (CE)

Careers in the Environment. Trends and Issues Alerts.
ED 391 920 (CE)

Computer-Based Career Information Systems. ERIC Digest.
ED 395 216 (CE)

Distance Learning, the Internet, and the World Wide Web. ERIC Digest.
ED 395 214 (CE)

Family Role in Career Development. ERIC Digest No. 164.
ED 389 878 (CE)

Inclusive Adult Learning Environments. ERIC Digest No. 162.
ED 385 779 (CE)

Job Training versus Career Development: What Is Voc Ed's Role? ERIC Digest.
ED 395 217 (CE)

Locating Vocational Education Curriculum and Instructional Materials. ERIC Digest.
ED 395 215 (CE)

New Ways of Learning in the Workplace. ERIC Digest No. 161.
ED 385 778 (CE)

Not Just a Number: Critical Numeracy for Adults. ERIC Digest No. 163.
ED 385 780 (CE)

Older Workers. Myths and Realities.
ED 392 894 (CE)

Restructuring and Vocational Education. Trends and Issues Alerts.
ED 391 918 (CE)

SCANS and the New Vocationalism. ERIC Digest No. 165.
ED 389 879 (CE)

Tech Prep Q & A: Information for Program Development. Information Series No. 364.
ED 391 105 (CE)

Tech Prep. Trends and Issues Alerts.
ED 394 060 (CE)

The Learning Organization. Myths and Realities.
ED 388 802 (CE)

The Vocational and Language Development of Limited English Proficient Adults. Information Series No. 363.
ED 391 104 (CE)

Using the Internet in Vocational Education. ERIC Digest No. 160.
ED 385 777 (CE)

Women and Literacy. Trends and Issues Alerts.
ED 391 919 (CE)

Youth Organizations. Myths and Realities.
ED 392 895 (CE)

ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.

Assessment Skills for School Counselors. ERIC Digest.
ED 387 709 (CG)

Assessment Skills of Counselors, Principals, and Teachers. ERIC Digest.
ED 387 708 (CG)

Basic Item Analysis for Multiple-Choice Tests. ERIC/AE Digest.
ED 398 237 (TM)

Grading Students. ERIC/AE Digest.
ED 398 239 (TM)

Item Bias Review. ERIC/AE Digest.
ED 398 241 (TM)

More Multiple-Choice Item Writing Do's and Don'ts. ERIC/AE Digest.
ED 398 238 (TM)

Student Ratings Offer Useful Input to Teacher Evaluations. ERIC/AE Digest.
ED 398 240 (TM)

Writing Multiple-Choice Test Items. ERIC/AE Digest.
ED 398 236 (TM)

ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.

Assessing Career Certainty and Choice Status. ERIC Digest.
ED 391 107 (CG)

Assessing Career Development with Portfolios. ERIC Digest.
ED 391 110 (CG)

Assessing Employability Skills. ERIC Digest.
ED 391 109 (CG)

Assessment in Career Counseling. ERIC Digest.
ED 389 966 (CG)

Assessment of Abilities. ERIC Digest.
ED 389 960 (CG)

Assessment of Counselor Performance. ERIC Digest.
ED 388 886 (CG)

Assessment of Preschool Children. ERIC Digest.
ED 389 964 (CG)

Assessment of Self-Concept. ERIC Digest.
ED 389 962 (CG)

Assessment of Temperament. ERIC Digest.
ED 389 963 (CG)

CACREP Accreditation: Assessment and Evaluation in the Standards and Process. ERIC Digest.
ED 388 884 (CG)

Computer-Assisted Testing in Counseling and Therapy. ERIC Digest.
ED 391 983 (CG)

Cooperation between School Psychologists and Counselors in Assessment. ERIC Digest.
ED 391 986 (CG)

Creating a New Vision of School Psychology: Emerging Models of Psychological Practice in Schools.
ED 390 015 (CG)

Emerging Student Assessment Systems for School Reform. ERIC Digest.
ED 389 959 (CG)

Ethics in Assessment. ERIC Digest.
ED 391 111 (CG)

Evaluating School Guidance Programs. ERIC Digest.
ED 388 887 (CG)
Fairness in Performance Assessment. ERIC Digest.
ED 391 982 (CG)
Family Counseling in the Schools. Effective Strategies and Interventions for Counselors, Psychologists and Therapists.
ED 393 058 (CG)
Gender Differences in Adolescent Career Exploration. ERIC Digest.
ED 391 108 (CG)
How Can We Help Make Schools Safe for Children?
ED 396 860 (PS)
Inappropriate Statistical Practices in Counseling Research: Three Pointers for Readers of Research Literature. ERIC Digest.
ED 391 990 (CG)
Interest Assessment. ERIC Digest.
ED 389 961 (CG)
Internet Resources for Guidance Personnel. ERIC Digest.
ED 391 988 (CG)
Locating and Evaluating Career Assessment Instruments. ERIC Digest.
ED 391 989 (CG)
Mental Health Counseling Assessment: Broadening One's Understanding of the Client and the Clients Presenting Concerns. ERIC Digest.
ED 388 883 (CG)
Multicultural Assessment. ERIC Digest.
ED 391 112 (CG)
New Assessment Methods for School Counselors. ERIC Digest.
ED 388 888 (CG)
Portfolios for Assessment and Instruction. ERIC Digest.
ED 388 890 (CG)
Saving the Native Son: Empowerment Strategies for Young Black Males.
ED 393 059 (CG)
Screening for Special Diagnoses. ERIC Digest.
ED 389 965 (CG)
Sound Performance Assessments in the Guidance Context. ERIC Digest.
ED 388 889 (CG)
Testing Students with Disabilities. ERIC Digest.
ED 391 984 (CG)
The Role of Assessment in Counselor Certification. ERIC Digest.
ED 388 885 (CG)
The School Psychologist's Role in School Assessment. ERIC Digest.
ED 391 985 (CG)
Using Buros Institute of Mental Measurements Materials in Counseling and Therapy. ERIC Digest.
ED 391 987 (CG)

ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.

Beginning Reading and Phonological Awareness for Students with Learning Disabilities. ERIC Digest #E540.
ED 392 197 (EC)
Cluster Grouping of Gifted Students: How To Provide Full-Time Services on a Part-Time Budget. ERIC Digest E538.
ED 397 618 (EC)
Differentiating Instruction for Advanced Learners in the Mixed-Ability Middle School Classroom. ERIC Digest E536.
ED 389 141 (EC)
Gifted Learners and the Middle School: Problem or Promise? ERIC Digest E535.
ED 386 832 (EC)
Overview of ADA, IDEA, and Section 504. ERIC Digest E537.
ED 389 142 (EC)
Readings and Resources about Reading Instruction for Young Children with Learning Disabilities. Companion Mini-Bibliography to ERIC Digest #E540. ERIC Minibib.
ED 392 198 (EC)
Readings and Resources on Autism. ERIC Mini-Bib.
ED 392 199 (EC)
VISAGE: Videos in Special and Gifted Education [Machine-Readable Data File].
ED 386 879 (EC)

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Block Scheduling. ERIC Digest, Number 104.
ED 393 156 (EA)
Communication Skills. ERIC Digest, Number 102.
ED 390 114 (EA)
Ethical Leadership. ERIC Digest, Number 107.
ED 397 463 (EA)
Full-Service Schools.
ED 390 117 (EA)
Integrative Education.
ED 390 141 (EA)
Integrative Education. ERIC Digest, Number 101.
ED 390 112 (EA)
The Limits of Shared Decision-Making. ERIC Digest, Number 108.
ED 397 467 (EA)
Transforming School Culture: Stories, Symbols, Values & the Leader's Role.
ED 386 783 (EA)
What Works in Schools: Form and Reform for the 21st Century.
ED 397 513 (EA)
Work Teams in Schools. ERIC Digest, Number 103.
ED 391 226 (EA)

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Advertising in the Schools. ERIC Digest.
ED 389 473 (PS)
El Fomento de la Elasticidad en los Ninos (Fostering Resilience in Children). ERIC Digest.
ED 397 991 (PS)
Encouraging Creativity in Early Childhood Classrooms. ERIC Digest.
ED 389 474 (PS)
Enhancing Students' Socialization: Key Elements. ERIC Digest.
ED 395 713 (PS)
Financing Preschool for All Children. ERIC Digest.
ED 389 471 (PS)
Fostering Resilience in Children. ERIC Digest.
ED 386 327 (PS)
Helping Early Childhood Teacher Education Students Learn about the Internet. ERIC Digest.
ED 395 714 (PS)
Hispanic-American Students and Learning Style. ERIC Digest.
ED 393 607 (PS)
La Participacion de los Padres en los Programas Preescolares. (Hispanic Parent Involvement in Early Childhood Programs.) ERIC Digest.
ED 397 993 (PS)
La Violencia y el Desarrollo de los Ninos (Violence and Young Children's Development). ERIC Digest.
ED 397 990 (PS)
Parent, Family, and Community Involvement in the Middle Grades. ERIC Digest.
ED 387 273 (PS)
School Readiness and Children's Developmental Status. ERIC Digest.
ED 389 475 (PS)
Supporting Girls in Early Adolescence. ERIC Digest.
ED 386 331 (PS)
Teaching Young Children about Native Americans. ERIC Digest.
ED 394 744 (PS)
The Contribution of Documentation to the Quality of Early Childhood Education. ERIC Digest.
ED 393 608 (PS)

ERIC Clearinghouse on Higher Education, Washington, D.C.

A New Alliance: Continuous Quality and Classroom Effectiveness. ASHE-ERIC Higher Education Report No. 6.
ED 392 369 (HE)
A New Alliance: Continuous Quality and Classroom Effectiveness. ERIC Digest.
ED 392 368 (HE)
Redesigning Higher Education. Producing Dramatic Gains in Student Learning. ERIC Digest.
ED 394 441 (HE)
Redesigning Higher Education: Producing Dramatic Gains in Student Learning. ASHE-ERIC Higher Education Report No. 7.
ED 394 442 (HE)
Student Learning Outside the Classroom: Transcending Artificial Boundaries. ASHE-ERIC Higher Education Report No. 8.
ED 394 444 (HE)
Student Learning Outside the Classroom: Transcending Artificial Boundaries. ERIC Digest.
ED 394 443 (HE)
Taking Teaching Seriously: Meeting the Challenge of Instructional Improvement. ASHE-ERIC Higher Education Report No. 2, 1995.
ED 396 616 (HE)
Taking Teaching Seriously: Meeting the Challenge of Instructional Improvement. ERIC Digest.
ED 396 615 (HE)
Tenure, Promotion, and Reappointment: Legal and Administrative Implications. ASHE-ERIC Higher Education Report No. 1.
ED 396 608 (HE)
Tenure, Promotion, and Reappointment: Legal and Administrative Implications. ERIC Digest.
ED 396 607 (HE)

ERIC Clearinghouse on Information and Technology, Syracuse, NY.

An Introduction to Internet Resources for K-12 Educators. Part I: Information Resources, Update 1996. ERIC Digest.
ED 391 460 (IR)
An Introduction to Internet Resources for K-12 Educators. Part II: Question Answering, Listservs, Discussion Groups, Update 1996. ERIC Digest.
ED 391 461 (IR)
Computer Skills for Information Problem-Solving: Learning and Teaching Technology in Context. ERIC Digest.
ED 392 463 (IR)
Electronic Portfolios: A New Idea in Assessment. ERIC Digest.
ED 390 377 (IR)
Internet Basics: Update 1996. ERIC Digest.
ED 392 466 (IR)
K-12 Technology Planning at State, District, and Local Levels. ERIC Digest.
ED 393 448 (IR)
Library Collection Development in an Electronic Age. ERIC Digest.
ED 392 467 (IR)
Local Area Networks for K-12 Schools. ERIC Digest.
ED 389 277 (IR)
The Field of Educational Technology: Update 1995—A Dozen Frequently Asked Questions. ERIC Digest.
ED 387 117 (IR)
Total Quality Management in Libraries. ERIC Digest.
ED 396 759 (IR)
Trends in Educational Technology 1995.
ED 396 717 (IR)
Virtual Realty: An Overview. ERIC Digest.
ED 386 178 (IR)

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Cross-Age Tutoring in the Literacy Club. ERIC Digest.
ED 386 949 (FL)
Fostering Second Language Development in Young Children. ERIC Digest.
ED 386 950 (FL)
Integrating Language and Content: Lessons from Immersion. ERIC Digest.
ED 390 284 (FL)
Middle Schools and Foreign Languages: A View for the Future. ERIC Digest.
ED 392 246 (FL)

BEST COPY AVAILABLE

Practical Ideas on Alternative Assessment for ESL Students. ERIC Digest.
ED 395 500 (FL)

Serving Linguistically and Culturally Diverse Students: Strategies for the School Librarian. ERIC Digest.
ED 390 283 (FL)

Simulated Oral Proficiency Interviews: An Update. ERIC Digest.
ED 395 501 (FL)

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Motivating Low Performing Adolescent Readers. ERIC Digest.
ED 396 265 (CS)

Oral Language Development across the Curriculum, K-12. ERIC Digest.
ED 389 029 (CS)

Politically Correct on Campus. ERIC Digest.
ED 390 094 (CS)

Poststructuralism as Theory and Practice in the English Classroom. ERIC Digest.
ED 387 794 (CS)

Reading Recovery. ERIC Digest.
ED 386 713 (CS)

Taking Personal and Professional Contexts into Account in the Basic Public Speaking Course. ERIC Digest.
ED 392 111 (CS)

Teach a Child To Read with Children's Books: Combining Story Reading, Phonics, and Writing to Promote Reading Success.
ED 392 036 (CS)

Teaching Creative Writing in the Elementary School. ERIC Digest.
ED 391 182 (CS)

Teaching Expressive Writing. ERIC Digest.
ED 396 338 (CS)

The Online Classroom: Teaching with the Internet.
ED 391 193 (CS)

Using Mythic-Archetypal Approaches in the Language Arts. ERIC Digest.
ED 394 147 (CS)

Writing as a Response to Reading. ERIC Digest.
ED 386 734 (CS)

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Briefs for English-Speaking Parents, 1996.
ED 392 583 (RC)

Children of La Frontera: Binational Efforts To Serve Mexican Migrant and Immigrant Students.
ED 393 631 (RC)

Drop-Out Rates among American Indian and Alaska Native Students: Beyond Cultural Discontinuity. ERIC Digest.
ED 388 492 (RC)

Forging Partnerships between Mexican American Parents and the Schools. ERIC Digest.
ED 388 489 (RC)

Instructional Strategies for Migrant Students. ERIC Digest.
ED 388 491 (RC)

Just beyond the Classroom: Community Adventures for Interdisciplinary Learning.
ED 388 485 (RC)

Local Schools of Thought: A Search for Purpose in Rural Education.
ED 391 635 (RC)

Mexican American Women: Schooling, Work, and Family. ERIC Digest.
ED 388 490 (RC)

Recommended Competencies for Outdoor Educators. ERIC Digest.
ED 391 624 (RC)

Rural Education Directory: Organizations and Resources, 1996.
ED 395 745 (RC)

Spanish Language Briefs for Parents, 1995.
ED 390 630 (RC)

ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.

Infusing Technology into Preservice Teacher Education. ERIC Digest.
ED 389 699 (SP)

Locating Resources on Professional Development Schools. ERIC Digest.
ED 398 216 (SP)

National Standards for School Health Education. ERIC Digest.
ED 387 483 (SP)

Practical Suggestions for Teaching Global Education. ERIC Digest.
ED 395 924 (SP)

Preparing Teachers for Conflict Resolution in the Schools. ERIC Digest.
ED 387 456 (SP)

Supply and Demand of Teachers of Color. ERIC Digest.
ED 390 875 (SP)

Teacher Mentoring: A Critical Review. ERIC Digest.
ED 397 060 (SP)

Use of Computer-based Technology in Health, Physical Education, Recreation, and Dance. ERIC Digest.
ED 390 874 (SP)

ERIC Clearinghouse on Urban Education, New York, N.Y.

A Community Guide to Multicultural Education Programs. For Parents/about Parents.
ED 396 011 (UD)

A Community Guide to Youth Anti-Bias and Conflict Resolution Programs. For Parents/about Parents.
ED 396 012 (UD)

A Guide to Assessing and Placing Language Minority Students. For Parents/about Parents.
ED 396 016 (UD)

A Guide to Communicating with Asian American Families. For Parents/about Parents.
ED 396 014 (UD)

A Guide to Community Programs To Prevent Youth Violence. For Parents/about Parents.
ED 396 009 (UD)

A Guide to Computer Learning in Your Child's School. For Parents/about Parents.
ED 396 010 (UD)

A Guide to Promoting Children's Education in Homeless Families. For Parents/about Parents.
ED 396 015 (UD)

A Guide to Teaching English and Science Together. For Parents/about Parents.
ED 396 007 (UD)

Alternatives to Ability Grouping: Still Unanswered Questions. ERIC/CUE Digest Number 111.
ED 390 947 (UD)

Downsizing Schools in Big Cities. ERIC Digest, No. 112.
ED 393 958 (UD)

How To Help Your Child Avoid Violent Conflicts. For Parents/about Parents.
ED 396 008 (UD)

How To Prepare Your Children for Work. For Parents/about Parents.
ED 396 018 (UD)

How To Promote the Science and Mathematics Achievement of Females and Minorities. For Parents/about Parents.
ED 396 013 (UD)

New Information on Youth Who Drop Out: Why They Leave and What Happens to Them. For Parents/about Parents.
ED 396 006 (UD)

Opportunity To Learn Standards: Their Impact on Urban Students. ERIC/CUE Digest Number 110.
ED 389 816 (UD)

Preventing Youth Violence in Urban Schools: An Essay Collection. Urban Diversity Series No. 107.
ED 396 021 (UD)

School Dropouts: New Information about an Old Problem. ERIC/CUE Digest, Number 109.
ED 386 515 (UD)

Taking Stock: The Movement To Create Mini-Schools, Schools-within-Schools, and Separate Small Schools. Urban Diversity Series No. 108.
ED 396 045 (UD)

The Impact of Vocational Education on Racial and Ethnic Minorities. ERIC/CUE Digest, Number 108.
ED 386 514 (UD)

Will a Focus School Meet the Needs of Your Child? For Parents/about Parents.
ED 396 017 (UD)

ERIC Processing and Reference Facility, Rockville, MD.

ERIC Clearinghouse Publications, 1994. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in Resources in Education (RIE) January-December 1994.
ED 394 527 (IR)

ERIC Clearinghouse Publications, 1995. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in Resources in Education (RIE) January-December 1995.
ED 395 595 (IR)

ERIC Digests: An Annotated Bibliography of All ERIC Digests Announced in the ERIC Database, April 1993 - March 1996.
ED 395 589 (IR)

George Washington Univ., Washington, DC. Graduate School of Education and Human Development.

A New Alliance: Continuous Quality and Classroom Effectiveness. ASHE-ERIC Higher Education Report No. 6.
ED 392 369 (HE)

A New Alliance: Continuous Quality and Classroom Effectiveness. ERIC Digest.
ED 392 368 (HE)

Redesigning Higher Education: Producing Dramatic Gains in Student Learning. ERIC Digest.
ED 394 441 (HE)

Redesigning Higher Education: Producing Dramatic Gains in Student Learning. ASHE-ERIC Higher Education Report No. 7.
ED 394 442 (HE)

Student Learning Outside the Classroom: Transcending Artificial Boundaries. ASHE-ERIC Higher Education Report No. 8.
ED 394 444 (HE)

Student Learning Outside the Classroom: Transcending Artificial Boundaries. ERIC Digest.
ED 394 443 (HE)

Taking Teaching Seriously: Meeting the Challenge of Instructional Improvement. ASHE-ERIC Higher Education Report No. 2, 1995.
ED 396 616 (HE)

Taking Teaching Seriously: Meeting the Challenge of Instructional Improvement. ERIC Digest.
ED 396 615 (HE)

Tenure, Promotion, and Reappointment: Legal and Administrative Implications. ASHE-ERIC Higher Education Report No. 1.
ED 396 608 (HE)

Tenure, Promotion, and Reappointment: Legal and Administrative Implications. ERIC Digest.
ED 396 607 (HE)

Getty Center for Education in the Arts, Los Angeles, CA.

Lessons for Teaching Art Criticism.
ED 392 658 (SO)

Indiana Univ., Bloomington. Family Literacy Center.

Teach a Child To Read with Children's Books: Combining Story Reading, Phonics, and Writing to Promote Reading Success.
ED 392 036 (CS)

International Group for the Psychology of Mathematics Education. North American Chapter.

BEST COPY AVAILABLE

Proceedings of the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, Ohio, October 21-24, 1995). Volumes 1 and 2: Plenary Lectures; Discussion Groups, Research Papers, Oral Reports, and Poster Presentations.
ED 389 534 (SE)

Japan Foundation, Tokyo. Center for Global Partnership.
Database of Teaching Materials on Japan: An Annotated Guide.
ED 389 630 (SO)

National Association of Elementary School Principals, Alexandria, VA.
Full-Service Schools.
ED 390 117 (EA)
Integrative Education.
ED 390 141 (EA)

National Clearinghouse for ESL Literacy Education, Washington, DC.
Adult ESL Learner Assessment: Purposes and Tools. ERIC Digest.
ED 386 962 (FL)
Evaluating Workplace ESL Instructional Programs. ERIC Digest.
ED 386 961 (FL)
Numeracy in the Adult ESL Classroom. ERIC Digest.
ED 392 316 (FL)
Philosophies and Approaches in Adult ESL Literacy Instruction. ERIC Digest.
ED 386 960 (FL)
Selling Workplace ESL Instructional Programs. ERIC Digest.
ED 392 315 (FL)
Union-Sponsored Workplace ESL Instruction. ERIC Digest.
ED 392 317 (FL)

National Clearinghouse for United States-Japan Studies, Bloomington, IN.
Database of Teaching Materials on Japan: An Annotated Guide.
ED 389 630 (SO)
Guide to Teaching Materials on Japan. Revised Edition of the 1994 Database of Teaching Materials on Japan.
ED 390 780 (SO)

National Council for the Social Studies, Washington, D.C.
Building Civic Education for Democracy in Poland.
ED 396 986 (SO)

New Jersey Inst. for Collegiate Teaching and Learning, South Orange.
Redesigning Higher Education: Producing Dramatic Gains in Student Learning. ASHE-ERIC Higher Education Report No. 7.
ED 394 442 (HE)

Office of Educational Research and Improvement (ED), Washington, DC.
Achieving Administrative Diversity. New Directions for Community Colleges, Number 94.
ED 397 884 (JC)
Achieving Administrator Diversity. ERIC Digest.
ED 395 616 (JC)
Adult Career Counseling in a New Age. ERIC Digest No. 167.
ED 389 881 (CE)
Adult Education for Social Change: From Center Stage to the Wings and Back Again. Information Series No. 365.
ED 396 190 (CE)
Adult ESL Learner Assessment: Purposes and Tools. ERIC Digest.
ED 386 962 (FL)
Adult Learner Retention Revisited. ERIC Digest No. 166.
ED 389 880 (CE)
Advertising in the Schools. ERIC Digest.
ED 389 473 (PS)
Alternatives to Ability Grouping: Still Unanswered Questions. ERIC/CUE Digest Number 111.
ED 390 947 (UD)
The American Community College. Third Edition. The Jossey-Bass Higher and Adult Education Series.
ED 389 384 (JC)
Art Education in the Social Studies. ERIC Digest.
ED 393 787 (SO)
Assessing Career Certainty and Choice Status. ERIC Digest.
ED 391 107 (CG)
Assessing Career Development with Portfolios. ERIC Digest.
ED 391 110 (CG)
Assessing Employability Skills. ERIC Digest.
ED 391 109 (CG)
Assessment and Testing: Measuring Up to Expectations. ERIC Digest.
ED 391 559 (JC)
Assessment in Career Counseling. ERIC Digest.
ED 389 966 (CG)
Assessment of Abilities. ERIC Digest.
ED 389 960 (CG)
Assessment of Counselor Performance. ERIC Digest.
ED 388 886 (CG)
Assessment of Preschool Children. ERIC Digest.
ED 389 964 (CG)
Assessment of Self-Concept. ERIC Digest.
ED 389 962 (CG)
Assessment of Temperament. ERIC Digest.
ED 389 963 (CG)
Assessment Skills for School Counselors. ERIC Digest.
ED 387 709 (CG)
Assessment Skills of Counselors, Principals, and Teachers. ERIC Digest.
ED 387 708 (CG)
Basic Item Analysis for Multiple-Choice Tests. ERIC/AE Digest.
ED 398 237 (TM)
Beginning Reading and Phonological Awareness for Students with Learning Disabilities. ERIC Digest #E540.
ED 392 197 (EC)
Block Scheduling. ERIC Digest, Number 104.
ED 393 156 (EA)
Briefs for English-Speaking Parents, 1996.
ED 392 583 (RC)
Building Civic Education for Democracy in Poland.
ED 396 986 (SO)
CACREP Accreditation: Assessment and Evaluation in the Standards and Process. ERIC Digest.
ED 388 884 (CG)
Career Development in Generation X: Myths and Realities.
ED 388 801 (CE)
Career Resilience in a Changing Workplace. Information Series No. 366.
ED 396 191 (CE)
Careers in the Environment. Trends and Issues Alerts.
ED 391 920 (CE)
Children of La Frontera: Binational Efforts To Serve Mexican Migrant and Immigrant Students.
ED 393 631 (RC)
Civic Education for Constitutional Democracy: An International Perspective. ERIC Digest.
ED 390 781 (SO)
Civic Education through Service Learning. ERIC Digest.
ED 390 720 (SO)
Cluster Grouping of Gifted Students: How To Provide Full-Time Services on a Part-Time Budget. ERIC Digest E538.
ED 397 618 (EC)
Communication Skills. ERIC Digest, Number 102.
ED 390 114 (EA)
Community College Scholarship. ERIC Digest.
ED 395 617 (JC)
Community Colleges and Proprietary Schools: Conflict or Convergence? New Directions for Community Colleges, Number 91.
ED 387 193 (JC)
Community Colleges International. ERIC Digest.
ED 393 504 (JC)
A Community Guide to Multicultural Education Programs. For Parents/about Parents.
ED 396 011 (UD)
A Community Guide to Youth Anti-Bias and Conflict Resolution Programs. For Parents/about Parents.
ED 396 012 (UD)
Computer-Assisted Testing in Counseling and Therapy. ERIC Digest.
ED 391 983 (CG)
Computer-Based Career Information Systems. ERIC Digest.
ED 395 216 (CE)
Computer Skills for Information Problem-Solving: Learning and Teaching Technology in Context. ERIC Digest.
ED 392 463 (IR)
Computers and Assessment in Science Education. ERIC Digest.
ED 395 770 (SE)
The Contribution of Documentation to the Quality of Early Childhood Education. ERIC Digest.
ED 393 608 (PS)
Cooperation between School Psychologists and Counselors in Assessment. ERIC Digest.
ED 391 986 (CG)
Creating a New Vision of School Psychology: Emerging Models of Psychological Practice in Schools.
ED 390 015 (CG)
Creating and Maintaining a Diverse Faculty. ERIC Digest.
ED 386 261 (JC)
Cross-Age Tutoring in the Literacy Club. ERIC Digest.
ED 386 949 (FL)
Curriculum Models for General Education. New Directions for Community Colleges, Number 92.
ED 388 361 (JC)
Database of Teaching Materials on Japan: An Annotated Guide.
ED 389 630 (SO)
Differentiating Instruction for Advanced Learners in the Mixed-Ability Middle School Classroom. ERIC Digest E536.
ED 389 141 (EC)
Distance Learning, the Internet, and the World Wide Web. ERIC Digest.
ED 395 214 (CE)
Downsizing Schools in Big Cities. ERIC Digest, No. 112.
ED 393 958 (UD)
Drop-Out Rates among American Indian and Alaska Native Students: Beyond Cultural Discontinuity. ERIC Digest.
ED 388 492 (RC)
El Fomento de la Elasticidad en los Ninos (Fostering Resilience in Children). ERIC Digest.
ED 397 991 (PS)
Electronic Portfolios: A New Idea in Assessment. ERIC Digest.
ED 390 377 (IR)
Emerging Student Assessment Systems for School Reform. ERIC Digest.
ED 389 959 (CG)
Encouraging Creativity in Early Childhood Classrooms. ERIC Digest.
ED 389 474 (PS)
ERIC Clearinghouse Publications, 1994. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in Resources in Education (RIE) January-December 1994.
ED 394 527 (IR)
ERIC Clearinghouse Publications, 1995. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in Resources in Education (RIE) January-December 1995.
ED 395 595 (IR)

Essentials of Law-Related Education. ERIC Digest.
ED 390 779 (SO)
Ethical Leadership. ERIC Digest, Number 107.
ED 397 463 (EA)
Ethics in Assessment. ERIC Digest.
ED 391 111 (CG)
European Unification: A Conceptual Guide for Educators.
ED 388 606 (SO)
Evaluating School Guidance Programs. ERIC Digest.
ED 388 887 (CG)
Evaluating Workplace ESL Instructional Programs. ERIC Digest.
ED 386 961 (FL)
Fairness in Performance Assessment. ERIC Digest.
ED 391 982 (CG)
Family Counseling in the Schools. Effective Strategies and Interventions for Counselors, Psychologists and Therapists.
ED 393 058 (CG)
Family Role in Career Development. ERIC Digest No. 164.
ED 389 878 (CE)
The Field of Educational Technology: Update 1995—A Dozen Frequently Asked Questions. ERIC Digest.
ED 387 117 (IR)
Financing Preschool for All Children. ERIC Digest.
ED 389 471 (PS)
Forging Partnerships between Mexican American Parents and the Schools. ERIC Digest.
ED 388 489 (RC)
Fostering Second Language Development in Young Children. ERIC Digest.
ED 386 950 (FL)
Full-Service Schools.
ED 390 117 (EA)
Gender Differences in Adolescent Career Exploration. ERIC Digest.
ED 391 108 (CG)
Gifted Learners and the Middle School: Problem or Promise? ERIC Digest E535.
ED 386 832 (EC)
Grading Students. ERIC/AE Digest.
ED 398 239 (TM)
A Guide to Assessing and Placing Language Minority Students. For Parents/about Parents.
ED 396 016 (UD)
A Guide to Communicating with Asian American Families. For Parents/about Parents.
ED 396 014 (UD)
A Guide to Community Programs To Prevent Youth Violence. For Parents/about Parents.
ED 396 009 (UD)
A Guide to Computer Learning in Your Child's School. For Parents/about Parents.
ED 396 010 (UD)
A Guide to Promoting Children's Education in Homeless Families. For Parents/about Parents.
ED 396 015 (UD)
A Guide to Teaching English and Science Together. For Parents/about Parents.
ED 396 007 (UD)
Guide to Teaching Materials on Japan. Revised Edition of the 1994 Database of Teaching Materials on Japan.
ED 390 780 (SO)
Hispanic-American Students and Learning Style. ERIC Digest.
ED 393 607 (PS)
How Can We Help Make Schools Safe for Children?
ED 396 860 (PS)
How To Help Your Child Avoid Violent Conflicts. For Parents/about Parents.
ED 396 008 (UD)
How To Prepare Your Children for Work. For Parents/about Parents.
ED 396 018 (UD)
How To Promote the Science and Mathematics Achievement of Females and Minorities. For Parents/about Parents.
ED 396 013 (UD)
The Impact of Vocational Education on Racial and Ethnic Minorities. ERIC/CUE Digest, Number 108.
ED 386 514 (UD)
Improving Learning in Science and Basic Skills among Diverse Student Populations.
ED 390 655 (SE)
Inappropriate Statistical Practices in Counseling Research: Three Pointers for Readers of Research Literature. ERIC Digest.
ED 391 990 (CG)
Inclusive Adult Learning Environments. ERIC Digest No. 162.
ED 385 779 (CE)
The Influence of Race and Ethnicity on Access to Postsecondary Education and the College Experience. ERIC Digest.
ED 386 242 (JC)
Infusing Technology into Preservice Teacher Education. ERIC Digest.
ED 389 [illegible] (SP)
Instructional Strategies for Migrant Stu[illegible]nts. ERIC Digest.
ED 388 491 (RC)
Integrating Language and Content: Lessons from Immersion. ERIC Digest.
ED 390 284 (FL)
Integrative Education.
ED 390 141 (EA)
Integrative Education. ERIC Digest, Number 101.
ED 390 112 (EA)
Interest Assessment. ERIC Digest.
ED 389 961 (CG)
Internet Basics: Update 1996. ERIC Digest.
ED 392 466 (IR)
Internet Resources for Guidance Personnel. ERIC Digest.
ED 391 988 (CG)
An Introduction to Internet Resources for K-12 Educators. Part I: Information Resources, Update 1996. ERIC Digest.
ED 391 460 (IR)
An Introduction to Internet Resources for K-12 Educators. Part II: Question Answering, Listservs, Discussion Groups, Update 1996. ERIC Digest.
ED 391 461 (IR)
Item Bias Review. ERIC/AE Digest.
ED 398 241 (TM)
Job Training versus Career Development: What Is Voc Ed's Role? ERIC Digest.
ED 395 217 (CE)
Just beyond the Classroom: Community Adventures for Interdisciplinary Learning.
ED 388 485 (RC)
K-12 Technology Planning at State, District, and Local Levels. ERIC Digest.
ED 393 448 (IR)
La Participacion de los Padres en los Programas Preescolares. (Hispanic Parent Involvement in Early Childhood Programs.) ERIC Digest.
ED 397 993 (PS)
La Violencia y el Desarrollo de los Ninos (Violence and Young Children's Development). ERIC Digest.
ED 397 990 (PS)
The Learning Organization. Myths and Realities.
ED 388 802 (CE)
Lessons for Teaching Art Criticism.
ED 392 658 (SO)
Library Collection Development in an Electronic Age. ERIC Digest.
ED 392 467 (IR)
The Limits of Shared Decision-Making. ERIC Digest, Number 108.
ED 397 467 (EA)
Linking Law-Related Education to Reducing Violence by and against Youth. ERIC Digest.
ED 387 431 (SO)
Local Area Networks for K-12 Schools. ERIC Digest.
ED 389 277 (IR)
Local Schools of Thought: A Search for Purpose in Rural Education.
ED 391 635 (RC)
Locating and Evaluating Career Assessment Instruments. ERIC Digest.
ED 391 989 (CG)
Locating Resources on Professional Development Schools. ERIC Digest.
ED 398 216 (SP)
Locating Vocational Education Curriculum and Instructional Materials. ERIC Digest.
ED 395 215 (CE)
Mental Health Counseling Assessment: Broadening One's Understanding of the Client and the Clients Presenting Concerns. ERIC Digest.
ED 388 883 (CG)
Mexican American Women: Schooling, Work, and Family. ERIC Digest.
ED 388 490 (RC)
Middle Schools and Foreign Languages: A View for the Future. ERIC Digest.
ED 392 246 (FL)
More Multiple-Choice Item Writing Do's and Don'ts. ERIC/AE Digest.
ED 398 238 (TM)
Motivating Low Performing Adolescent Readers. ERIC Digest.
ED 396 265 (CS)
Multicultural Assessment. ERIC Digest.
ED 391 112 (CG)
National Standards for School Health Education. ERIC Digest.
ED 387 483 (SP)
A New Alliance: Continuous Quality and Classroom Effectiveness. ASHE-ERIC Higher Education Report No. 6.
ED 392 369 (HE)
A New Alliance: Continuous Quality and Classroom Effectiveness. ERIC Digest.
ED 392 368 (HE)
New Assessment Methods for School Counselors. ERIC Digest.
ED 388 888 (CG)
New Information on Youth Who Drop Out: Why They Leave and What Happens to Them. For Parents/about Parents.
ED 396 006 (UD)
New Ways of Learning in the Workplace. ERIC Digest No. 161.
ED 385 778 (CE)
Not Just a Number: Critical Numeracy for Adults. ERIC Digest No. 163.
ED 385 780 (CE)
Numeracy in the Adult ESL Classroom. ERIC Digest.
ED 392 316 (FL)
Older Workers. Myths and Realities.
ED 392 894 (CE)
The Online Classroom: Teaching with the Internet.
ED 391 193 (CS)
Opportunity To Learn Standards: Their Impact on Urban Students. ERIC/CUE Digest Number 110.
ED 389 816 (UD)
Oral History in the Teaching of U.S. History. ERIC Digest.
ED 393 781 (SO)
Oral Language Development across the Curriculum. K-12. ERIC Digest.
ED 389 029 (CS)
Overview of ADA, IDEA, and Section 504. ERIC Digest E537.
ED 389 142 (EC)
Parent, Family, and Community Involvement in the Middle Grades. ERIC Digest.
ED 387 273 (PS)
Philosophies and Approaches in Adult ESL Literacy Instruction. ERIC Digest.
ED 386 960 (FL)
Politically Correct on Campus. ERIC Digest.
ED 390 094 (CS)
Portfolios for Assessment and Instruction. ERIC Digest.
ED 388 890 (CG)
Poststructuralism as Theory and Practice in the English Classroom. ERIC Digest.
ED 387 794 (CS)
Practical Ideas on Alternative Assessment for ESL Students. ERIC Digest.
ED 395 500 (FL)
Practical Suggestions for Teaching Global Education. ERIC Digest.
ED 395 924 (SP)

BEST COPY AVAILABLE

Preparing Teachers for Conflict Resolution in the Schools. ERIC Digest.
ED 387 456 (SP)

Preventing Youth Violence in Urban Schools: An Essay Collection. Urban Diversity Series No. 107.
ED 396 021 (UD)

Proceedings of the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (17th, Columbus, Ohio, October 21-24, 1995). Volumes 1 and 2: Plenary Lectures, Discussion Groups, Research Papers, Oral Reports, and Poster Presentations.
ED 389 534 (SE)

Projecting the Future of Community Colleges. ERIC Digest.
ED 388 351 (JC)

Promoting Community Renewal through Civic Literacy and Service Learning. New Directions for Community Colleges, Number 93.
ED 392 510 (JC)

Reading Recovery. ERIC Digest.
ED 386 713 (CS)

Readings and Resources about Reading Instruction for Young Children with Learning Disabilities. Companion Mini-Bibliography to ERIC Digest #E540. ERIC Minibib.
ED 392 198 (EC)

Readings and Resources on Autism. ERIC Mini-Bib.
ED 392 199 (EC)

Recommended Competencies for Outdoor Educators. ERIC Digest.
ED 391 624 (RC)

Redesigning Higher Education: Producing Dramatic Gains in Student Learning. ERIC Digest.
ED 394 441 (HE)

Redesigning Higher Education: Producing Dramatic Gains in Student Learning. ASHE-ERIC Higher Education Report No. 7.
ED 394 442 (HE)

Resources for Law-Related Education: Documents and Journal Articles in ERIC, 1994.
ED 388 534 (SO)

Resources on Law-Related Education: Documents and Journal Articles in ERIC, 1995. Yearbook No. 2.
ED 394 895 (SO)

Restructuring and Vocational Education. Trends and Issues Alerts.
ED 391 918 (CE)

Retention-Attrition in the Nineties. ERIC Digest.
ED 393 510 (JC)

The Role of Assessment in Counselor Certification. ERIC Digest.
ED 388 885 (CG)

The Role of the Rural Community College in Rural Community Development. ERIC Digest.
ED 391 558 (JC)

Rural Education Directory: Organizations and Resources, 1996.
ED 395 745 (RC)

Saving the Native Son: Empowerment Strategies for Young Black Males.
ED 393 059 (CG)

SCANS and the New Vocationalism. ERIC Digest No. 165.
ED 389 879 (CE)

School Dropouts: New Information about an Old Problem. ERIC/CUE Digest, Number 109.
ED 386 515 (UD)

The School Psychologist's Role in School Assessment. ERIC Digest.
ED 391 985 (CG)

School Readiness and Children's Developmental Status. ERIC Digest.
ED 389 475 (PS)

Science Education in the Rural United States: Implications for the Twenty-First Century. A Yearbook of the Association for the Education of Teachers in Science.
ED 390 649 (SE)

Science Reasoning Ability of Community College Students. ERIC Digest.
ED 393 505 (JC)

Screening for Special Diagnoses. ERIC Digest.
ED 389 965 (CG)

Selling Workplace ESL Instructional Programs. ERIC Digest.
ED 392 315 (FL)

Serving Linguistically and Culturally Diverse Students: Strategies for the School Librarian. ERIC Digest.
ED 390 283 (FL)

Simulated Oral Proficiency Interviews: An Update. ERIC Digest.
ED 395 501 (FL)

Sound Performance Assessments in the Guidance Context. ERIC Digest.
ED 388 889 (CG)

Spanish Language Briefs for Parents, 1995.
ED 390 630 (RC)

Student Learning Outside the Classroom: Transcending Artificial Boundaries. ASHE-ERIC Higher Education Report No. 8.
ED 394 444 (HE)

Student Learning Outside the Classroom: Transcending Artificial Boundaries. ERIC Digest.
ED 394 443 (HE)

Student Ratings Offer Useful Input to Teacher Evaluations. ERIC/AE Digest.
ED 398 240 (TM)

Supply and Demand of Teachers of Color. ERIC Digest.
ED 390 875 (SP)

Supporting Girls in Early Adolescence. ERIC Digest.
ED 386 331 (PS)

Taking Personal and Professional Contexts into Account in the Basic Public Speaking Course. ERIC Digest.
ED 392 111 (CS)

Taking Stock: The Movement To Create Mini-Schools, Schools-within-Schools, and Separate Small Schools. Urban Diversity Series No. 108.
ED 396 045 (UD)

Taking Teaching Seriously: Meeting the Challenge of Instructional Improvement. ASHE-ERIC Higher Education Report No. 2, 1995.
ED 396 616 (HE)

Taking Teaching Seriously: Meeting the Challenge of Instructional Improvement. ERIC Digest.
ED 396 615 (HE)

Teach a Child To Read with Children's Books: Combining Story Reading, Phonics, and Writing to Promote Reading Success.
ED 392 036 (CS)

Teacher Mentoring: A Critical Review. ERIC Digest.
ED 397 060 (SP)

Teaching about Africa. ERIC Digest.
ED 393 790 (SO)

Teaching Creative Writing in the Elementary School. ERIC Digest.
ED 391 182 (CS)

Teaching Expressive Writing. ERIC Digest.
ED 396 338 (CS)

Teaching Young Children about Native Americans. ERIC Digest.
ED 394 744 (PS)

Tech Prep Q & A: Information for Program Development. Information Series No. 364.
ED 391 105 (CE)

Tech Prep. Trends and Issues Alerts.
ED 394 060 (CE)

Tenure, Promotion, and Reappointment: Legal and Administrative Implications. ASHE-ERIC Higher Education Report No. 1.
ED 396 608 (HE)

Tenure, Promotion, and Reappointment: Legal and Administrative Implications. ERIC Digest.
ED 396 607 (HE)

Testing Students with Disabilities. ERIC Digest.
ED 391 984 (CG)

Total Quality Management in Libraries. ERIC Digest.
ED 396 759 (IR)

Transforming School Culture: Stories, Symbols, Values & the Leader's Role.
ED 386 783 (EA)

Trends in Educational Technology 1995.
ED 396 717 (IR)

Union-Sponsored Workplace ESL Instruction. ERIC Digest.
ED 392 317 (FL)

Use of Computer-based Technology in Health, Physical Education, Recreation, and Dance. ERIC Digest.
ED 390 874 (SP)

Using Buros Institute of Mental Measurements Materials in Counseling and Therapy. ERIC Digest.
ED 391 987 (CG)

Using Literature To Teach Geography in High Schools. ERIC Digest.
ED 393 786 (SO)

Using Mythic-Archetypal Approaches in the Language Arts. ERIC Digest.
ED 394 147 (CS)

Using the Internet in Vocational Education. ERIC Digest No. 160.
ED 385 777 (CE)

Virtual Realty: An Overview. ERIC Digest.
ED 386 178 (IR)

VISAGE: Videos in Special and Gifted Education [Machine-Readable Data File.]
ED 386 879 (EC)

The Vocational and Language Development of Limited English Proficient Adults. Information Series No. 363.
ED 391 104 (CE)

What Works in Schools: Form and Reform for the 21st Century.
ED 397 513 (EA)

Will a Focus School Meet the Needs of Your Child? For Parents/about Parents.
ED 396 017 (UD)

Women and Literacy. Trends and Issues Alerts.
ED 391 919 (CE)

Work Teams in Schools. ERIC Digest, Number 103.
ED 391 226 (EA)

Writing as a Response to Reading. ERIC Digest.
ED 386 734 (CS)

Writing Multiple-Choice Test Items. ERIC/AE Digest.
ED 398 236 (TM)

Youth Organizations: Myths and Realities.
ED 392 895 (CE)

Ohio State Univ., Columbus. Mershon Center.

Building Civic Education for Democracy in Poland.
ED 396 986 (SO)

European Unification: A Conceptual Guide for Educators.
ED 388 606 (SO)

United States-Japan Foundation.

Database of Teaching Materials on Japan: An Annotated Guide.
ED 389 630 (SO)

BEST COPY AVAILABLE

Document Resumes for Adjunct Clearinghouse Publications (Arranged by Adjunct)

The following resumes represent publications produced by Adjunct ERIC Clearinghouses and announced in 1996. These resumes also appear (and are indexed) in the main section of this bibliography under the Clearinghouse with which they are associated.

Art Education

ED 392 658 SO 025 351

Barrett, Terry, Ed. Clark, Gilbert, Ed.

Lessons for Teaching Art Criticism.

Adjunct ERIC Clearinghouse for Art Education, Bloomington, IN.; ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Getty Center for Education in the Arts, Los Angeles, CA.; Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-941339-21-1

Pub Date—95

Note—128 p.; 128p.

Available from—Social Studies Development Center, Indiana University, 2805 East 10th Street, Suite 120, Bloomington, IN 47405.

Pub Type— (052) — (071)

EDRS Price – MF01/PC06 Plus Postage.

Descriptors—*Art Criticism, *Art Education, Critical Viewing, Discipline Based Art Education, Elementary Secondary Education, Visual Arts

This collection of lessons is meant to be a practical guide to help teachers engage children in art criticism. The lessons generally follow a similar format. Most suggest an age group but may be modified for use with younger or older students. Several authors suggest variations and extensions for lessons that include studio activities. A broad range of topics is embraced including popular art, the built and natural environment, multicultural concerns, and formalist and political contemporary museum art. Most of the lessons stress contemporary artifacts. Lessons include: (1) "Creating a Climate for Talking about Art" (Sandra Kay Mims); (2) "A Potpourri of Questions for Criticizing Realistic Paintings" (Karen A. Hamblen); (3) "Constructing Meaning: A Gaming Strategy" (Richard A. Ciganko); (4) "Investigating Criteria for Judgments" (Sally Hagaman; Polly Wolfe); (5) "Collaborative Art Criticism: Not Mine, Not His, Not Hers-But Our Critique!" (Herb Perr); (6) "Criticizing Modern Paintings" (George Geahigan; Verna Yoder); (7) "Interpreting Snake Bird: A Critical Strategy" (Tom Anderson); (8) "Criticizing Advertising: Women, Ads, and Art" (Elizabeth Garber; Roy Pearson); (9) "Criticizing Television: Aesthetic and Cultural Approaches to TV Images" (Rogena M. Degge; Carolyn A. Cochrane); (10) "Experiencing Environments: Criticizing Architecture" (Linda F. Ettinger); (11) "A Place-Based Framework for Criticizing Art" (Doug Blandy; Elizabeth Hoffman); (12) "Baskets: Containers of Culture" (Lorrie Blair); (13) "Interpreting Hmong Storycloths" (Kristin G. Congdon); (14) "Interpreting Paintings Metaphorically: Edward Hopper's House by the Railroad" (Hermine Feinstein); (15) "Interpreting Your World Through Romare Bearden's Windows" (William F. Harris); (16) "Understanding Graffiti Art: Keith Haring's Subway Drawings" (Sydney Walker; Jennifer Cross); (17) "Understanding Conceptual Art: Christo's Wrappings" (Carole W. Arnold; Robert L. Arnold); (18) "Maximizing Minimalism: Connecting with the Art of Anne Truitt" (Renee Sandell; Stacy Bell; Monica McHugh; Charles Wehr); (19) "Criticizing Criticism: Competing Judgments of Leon Golub's Paintings" (Sun-Young Lee); (20) "The Critic as Empathetic Other" (Cynthia Taylor); and (21) "Amy's Crits" (Amy Snider). The anthology concludes with a selection of "Related Resources in the ERIC Database." (MM)

ESL Literacy Education

ED 386 960 FL 801 076

Peyton, Joy Crandall, JoAnn

Philosophies and Approaches in Adult ESL Literacy Instruction. ERIC Digest.

Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-LE-95-06

Pub Date—Aug 95

Note—4 p.; 4p.

Available from—ERIC/NCLE, 1118 22nd Street N.W., Washington, DC 20037.

Pub Type— (071)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, Competency Based Education, *Educational Philosophy, Educational Trends, *English (Second Language), *Language Experience Approach, *Literacy Education, Second Language Instruction, Student Developed Materials, Student Participation, Teaching Methods, Trend Analysis, *Whole Language Approach, Writing Instruction

Identifiers—ERIC Digests, Freire (Paulo)

Five approaches currently used in adult English-as-a-Second-Language (ESL) literacy instruction are described. A group of strategies developed by Paulo Freire are participatory or learner-centered, and revolve around the discussion of issues drawn from learners' real-life experiences. The Whole Language Approach, more than a specific method or collection of strategies, techniques, or materials is a perspective emphasizing the use of language as a whole, not as discrete parts. Whole language classes work together to develop the curriculum, read and write for and with each other, and evaluate products together. Classroom activities might include extended reading and writing. The Language Experience Approach is a teaching strategy or technique consistent with the whole language perspective. In it, learner experiences are dictated, then transcribed and used as reading material. Lack of authentic reading materials for adult ESL literacy programs has inspired a related approach, one focusing on learner writing and publishing. Most writing-based classrooms follow a writing-process approach in which learners and the teacher brainstorm writing topics, draft pieces, share and confer about writing, revise, edit, and publish in a workshop atmosphere in which reading, writing, and talk are integrated and support each other. Finally, competency-based education, used in adult ESL literacy since the mid-1970s, is based on the learning of competencies expressed in terms of tasks. Four components include assessment of learner needs, selection of relevant competencies, and instruction and evaluation based on those competencies. Contains eight references and four published learner writing references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 386 961 FL 801 077

Burt, Miriam Saccomano, Mark

Evaluating Workplace ESL Instructional Programs. ERIC Digest.

Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-LE-95-07

Pub Date—Sep 95

Note—4 p.; 4p.

Available from—ERIC/NCLE, 1118 22nd Street N.W., Washington, DC 20037.

Pub Type— (071)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, *English (Second Language), Evaluation Methods, Expectation, *In Plant Programs, Interviews, *Literacy Education, *Personnel Evaluation, Portfolios (Background Materials), Productivity, *Program Evaluation, Second Language Instruction

Identifiers—ERIC Digests, *Focus Groups Approach

With the increase in workplace English-as-a-Second-Language (ESL) literacy education programs, there is a need to assess whether the attention given to improving basic skills and English language proficiency has made a change in the participant and in the workplace. Such evaluations often use both qualitative and quantitative measures of program outcomes. Qualitative measures include focus groups and individual (stakeholder) interviews, workplace observations, and portfolios of learner classwork. Quantitative measures include commercially available tests, scaled performance ratings, and some program-developed assessment tools, such as portfolios. To increase credibility and help ensure reliability of qualitative measures, evaluators collect multiple types of evidence (such as interviews and observations) from various stakeholders (employers, labor unions, participants, teachers, funders) related to a single outcome and arrange them into matrices, organizing them thematically and enabling analysis of data across respondents. Two commercially available tests that are commonly used sources of quantitative data are the Basic English Skills Test (BEST) and the Comprehensive Adult Student Assessment System (CASAS) ESL Appraisal. These instruments are easy to use, and their reliability has been tested but they may not measure what has been taught in the classroom, and they may have little applicability to specific workplace tasks. Other issues surrounding evaluation of workplace ESL instruction are these: unrealistic stakeholder expectations; the need for additional, cross-cultural training in techniques for success in the American workplace; and inadequate funding. Contains 12 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

BEST COPY AVAILABLE

ESL Literacy Education (Cont.)

ED 386 962 FL 801 078

Burt, Miriam Keenan, Fran

Adult ESL Learner Assessment: Purposes and Tools. ERIC Digest.

Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-LE-95-08

Pub Date—Sep 95

Note—4 p.; 4p.

Available from—ERIC/NCLE, 1118 22nd Street, N.W., Washington, DC 20037.

Pub Type— (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, *English (Second Language), Evaluation Criteria, Evaluation Methods, Language Skills, *Language Tests, *Literacy Education, Portfolios (Background Materials), Program Evaluation, Second Language Instruction, *Student Evaluation, *Testing

Identifiers—ERIC Digests

Learner assessment is conducted in adult basic education and adult English-as-a-Second-Language (ESL) educational programs for many reasons: to place learners at appropriate instructional levels; to measure ongoing progress; to qualify students for enrollment in academic or job training programs; to verify program effectiveness; and to demonstrate learner gains for continued program funding. Because of these multiple objectives, learner assessment involves a variety of instruments and procedures. In adult basic education, commercially available instruments predominate as assessment tools because they have construct validity and scoring reliability, are easy to administer to groups, require minimal teacher training, and are often stipulated by funding sources. Their use is problematic because they may not adequately assess individual learner strengths and weaknesses, especially at the lowest literacy skill levels. They also do not necessarily measure what has been learned in class or address learner goals. Alternative assessments (also known as classroom-based, authentic, or congruent assessment) such as surveys, interviews, check-product characteristics can enhance the success of their marketing efforts. These include: beginning with companies with a history of offering employee training at all levels; offering realistic assessments of time and resources needed to accomplish training; offering short courses with specific, attainable goals; offering cross-cultural courses to both native and non-native English-speakers at the workplace; developing realistic ways of documenting how instruction has improved workplace performance; engaging managers' active support; and providing skills that transfer to areas of life outside the workplace. Contains 10 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 392 315 FL 801 109

Burt, Miriam

Selling Workplace ESL Instructional Programs. ERIC Digest.

Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-LE-96-01

Pub Date—Dec 95

Note—4 p.; 4p.; A product of the Project in Adult Immigration Education (PAIE).

Available from—NCLE, 1118 22nd Street, N.W., Washington, DC 20037.

Pub Type— (071) — (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, *Curriculum Development, *English (Second Language), *Industrial Training, *Inplant Programs, Instructional Development, *Literacy Education, Marketing, Organizational Climate, Program Design, Second Language Programs, *Vocational English (Second Language)

Identifiers—ERIC Digests

Although basic skills and English language instruction are often viewed as real needs at the workplace, few companies provide this for their workers. Those that do are motivated by one or more of these factors: product quality improvement, commitment of top management to training and education, or the sales effort of an educational provider. Those that do not provide such instruction give these reasons: cost of instruction; reluctance of upper management to initiate training; and finding alternative ways of dealing with workers' educational deficiencies. Developers of instructional programs in English as a second language (ESL) have found that preparation in a number of areas and product characteristics can enhance the success of their marketing efforts. These include: beginning with companies with a history of offering employee training at all levels; offering realistic assessments of time and resources needed to accomplish training; offering short courses with specific, attainable goals; offering cross-cultural courses to both native and non-native English-speakers at the workplace; developing realistic ways of documenting how instruction has improved workplace performance; engaging managers' active support; and providing skills that transfer to areas of life outside the workplace. Contains 10 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 392 316 FL 801 110

Ciancone, Tom

Numeracy in the Adult ESL Classroom. ERIC Digest.

National Clearinghouse for ESL Literacy Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-LE-96-02

Pub Date—Feb 96

Note—4 p.; 4p.; A product of the Project in Adult Immigration Education (PAIE).

Available from—NCLE, 1118 22nd Street, N.W., Washington, DC 20037.

Pub Type— (071) — (142) — (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, Class Activities, Classroom Techniques, Course Content, Educational Needs, *English (Second Language), Instructional Materials, Language Teachers, *Literacy Education, *Mathematics Instruction, *Numeracy, Second Language Instruction, Second Language Programs, Student Needs, *Teacher Attitudes, Teacher Education

Identifiers—ERIC Digests

A discussion of numeracy (the ability to cope confidently with the mathematical demands of everyday life), focuses on provision of numeracy instruction alongside English-as-a-Second-Language (ESL) instruction for learners with low literacy skills. It looks first at considerations and methods for assessing student numeracy needs, including the nature of adult learning, student preferences and abilities, and differences in the uses of mathematical symbols and forms of computation in the learners' native language and culture. The discussion then turns to the attitudes and approaches to numeracy of ESL and literacy instructors, who may not be familiar with or comfortable with mathematics or mathematics teaching and may see mathematics skills as discrete and separate from literacy rather than as integral to it. Recommendations for training to teach adult mathematical literacy, based on recent initiatives, are offered. Specific classroom techniques for effective lesson planning and presentation are also outlined. Two numeracy activities, one introducing a place-value chart and one on metric measurement, are offered as illustrations of effective techniques. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 392 317 FL 801 111

Rosenblum, Susan

Union-Sponsored Workplace ESL Instruction. ERIC Digest.

National Clearinghouse for ESL Literacy Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-LE-96-03

Pub Date—Feb 96

Note—4 p.; 4p.; A product of the Project in Adult Immigration Education (PAIE).

Available from—NCLE, 1118 22nd Street, N.W., Washington, DC 20037.

Pub Type— (071) — (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, *Agency Cooperation, Course Content, Curriculum Design, Educational History, Educational Objectives, *English (Second Language), *Industrial Training, *Inplant Programs, *Literacy Education, Program Design, Second Language Programs, *Unions

Identifiers—ERIC Digests

Labor unions have provided English-as-a-Second-Language (ESL) instruction in the workplace since the early 1900s, to serve a growing immigrant workforce. In the late 1970s and early 1980s, an increase in immigrant population, decline in manufacturing jobs, new technology, and work restructuring brought a new urgency to union-sponsored worker education, primarily to provide workers with access to training. The need for communication skills, problem-solving skills, and knowledge of workplace organization for the high-performance workplace has recently emerged as a new need. Programs usually involve a partnership of unions, businesses, and educational entities. These may include union consortia, joint union-company partnership funds, or individual unions forming partnerships with employers and educators. Workplace ESL instruction and curricula for union programs incorporate the range of approaches and techniques found in many adult ESL programs. While the major focus is on job-related language skills, the programs may also teach general life skills, worker rights and responsibilities, problem-solving and critical thinking, and health safety. Contains 11 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

BEST COPY AVAILABLE

Law-Related Education

ED 388 534 SO 024 996

Leming, Robert S., Ed. Downey, James, Ed.

Resources for Law-Related Education: Documents and Journal Articles in ERIC, 1994.

American Bar Association Chicago, IL. National Law-Related Education Resource Center.; ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—95

Note—75 p.; 75p.; Funding also received from the American Bar Association's Fund for Justice and Education.

Available from—ERIC Clearinghouse for Social Studies/Social Science Education, Indiana University, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408-2698 ($8.50 plus $1.50 shipping and handling).

Pub Type— (071) — (131)

EDRS Price – MF01/PC03 Plus Postage.

Descriptors—Annotated Bibliographies, *Citizenship Education, Curriculum Enrichment, Elementary Secondary Education, *Law Related Education, Social Studies

Identifiers—American Bar Association, ERIC

A guide to the vast array of available resources for law-related education (LRE), this annotated bibliography is intended to assist any one concerned with the civic education of youth, especially teachers and other members of the K-12 educational community. It offers information about the law, innovative teaching methods, and guides to national LRE programs. Part 1 presents an annotated bibliography of 43 LRE teaching materials, resource guides, and research documents in Resources in Education. Part 2 provides an annotated bibliography of 50 journal articles in Current Index to Journals in Education. Part 3 has two ERIC digests on LRE. The first is "Mediation in the Schools" by David Keller Trevaskis. The second digest is Robert S. Leming's "Teaching about Landmark Dissents in United States Supreme Court Cases." Part 4 contains the American Bar Association's "Essentials of Law-Related Education: A Guide for Practitioners and Policymakers." Also included are appendices that provide contact information for a network of LRE programs being conducted at both national and state levels and instruction on submitting LRE documents to the ERIC system. (LH)

ED 390 779 SO 025 722

Leming, Robert S.

Essentials of Law-Related Education. ERIC Digest.

Adjunct ERIC Clearinghouse for Law-Related Education, Bloomington, IN.; American Bar Association Chicago, IL. National Law-Related Education Resource Center.; ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SO-95-6

Pub Date—Oct 95

Note—4 p.; 4p.

Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47408-2698.

Pub Type— (071)

EDRS Price – MF01/PC01 Plus Postage.

Descriptors—*Citizenship Education, Higher Education, *Law Related Education, Social Studies

Identifiers—*American Bar Association, ERIC Digests

Defining law-related education (LRE) as "education to equip nonlawyers with knowledge and skills pertaining to the law, the legal process, and the legal system, and the fundamental principles and values on which these are based, this Digest outlines four essential elements of LRE. These are: (1) subject matter and concepts; (2) instructional strategies and contexts; (3) skills; and (4) attitudes, beliefs, and values. Together, they provide K-12 students with active learning experiences that enhance their ability to explore rights and responsibilities under the law, confront and resolve disputes, and discuss and analyze public issues. The digest contains a five-item bibliography. (LH)

ED 394 895 SO 026 494

Leming, Robert S., Ed. Healy, Langdon T., Ed.

Resources on Law-Related Education: Documents and Journal Articles in ERIC, 1995. Yearbook No. 2.

American Bar Association Chicago, IL. National Law-Related Education Resource Center.; ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—96

Note—89 p.; 89p.; For previous edition, see ED 388 534.

Available from—ERIC Clearinghouse for Social Studies/Social Science Education, Indiana University, 2805 East Tenth St., Suite 120, Bloomington, IN 47408-2698 ($5 each plus $1 shipping and handling. Volume discounts available).

Pub Type— (071) — (131)

EDRS Price – MF01/PC04 Plus Postage.

Descriptors—Annotated Bibliographies, *Citizenship Education, Curriculum Enrichment, Elementary Secondary Education, *Law Related Education, Social Studies

Identifiers—ERIC

A guide to the vast array of ERIC available resources for law-related education (LRE), this annotated bibliography is intended to assist anyone concerned with the civic education of U.S. youth, especially teachers and other members of the K-12 educational community. It offers information about the law, innovative teaching methods, and guides to national LRE programs. Part 1 presents an annotated bibliography of 102 LRE teaching materials, resource guides, and research documents in Resources in Education. Part 2 provides an annotated bibliography of 39 journal articles in Current Index to Journals in Education. Part 3 has two ERIC Digests on LRE. The first is "Linking Law-Related Education to Reducing Violence By and Against Youth" by Carolyn Pereira. The second Digest is "Essentials of Law-Related Education," adapted by Robert S. Leming. Also included are 4 appendices that provide contact information for a network of LRE programs being conducted at both national and state levels, tips for searching the ERIC database for LRE materials, sample ERIC document and journal article resumes and instructions for submitting LRE documents to the ERIC system. (LH)

U.S.-Japan Studies

ED 389 630 SO 023 986

Brooks, Elizabeth

Database of Teaching Materials on Japan: An Annotated Guide.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; National Clearinghouse for United States-Japan Studies, Bloomington, IN.

Spons Agency—Japan Foundation, Tokyo. Center for Global Partnership.; Office of Educational Research and Improvement (ED), Washington, DC.; United States-Japan Foundation.

Pub Date—94

Note—37 p.; 37p.

Available from—Social Studies Development Center, Indiana University, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408-2698.

Pub Type— (131) — (071)

EDRS Price – MF01/PC02 Plus Postage.

Descriptors—Area Studies, *Asian Studies, *Cross Cultural Studies, Cultural Activities, *Cultural Awareness, *Cultural Education, Elementary Secondary Education, Foreign Countries, Foreign Culture, Global Education, Interdisciplinary Approach, Languages, *Multicultural Education, Non Western Civilization, Social Studies

Identifiers—*Japan

This booklet is a selective guide to a larger computer-searchable database of teaching materials on Japan. The materials in the guide consist mainly of lesson plans, teaching guides, resource guides, and units on Japan. Each part contains bibliographic information on resources for teaching about Japan at specific grade levels or subject areas. "Elementary School Materials" include: (1) "The Arts"; (2) "Artifacts"; (3) "Multicultural/Global"; (4) "Multimedia Units"; and (5) "Varied Topics and General Overviews." "Secondary School Materials" contains: (1) "The Arts/Religion"; (2) "Artifacts"; (3) "Economy/Government"; (4) "Geography"; (5) "Multicultural/Global"; (6) "Multimedia Units"; (7) "Varied Topics and General Overviews"; and (8) "War." "Elementary to Secondary Materials" includes: (1) "The Arts/Religion"; (2) "Artifacts"; (3) "Multicultural"; (4) "Multimedia Units"; (5) "Varied Topics and General Overviews"; and (6) "War." The appendix contains information on further resources. (EH)

ED 390 780 SO 025 723

Brooks, Elizabeth

Guide to Teaching Materials on Japan. Revised Edition of the 1994 Database of Teaching Materials on Japan.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; National Clearinghouse for United States-Japan Studies, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—95

Note—71 p.; 71p.

Available from—Social Studies/Social Science Education, Social Studies Development Center, Indiana University, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408-2698.

Pub Type— (131) — (071)

EDRS Price – MF01/PC03 Plus Postage.

Descriptors—Annotated Bibliographies, Area Studies, *Asian Studies, *Cross Cultural Studies, Cultural Activities, *Cultural Awareness, *Cultural Education, Elementary Secondary Education, Foreign Countries, Foreign Culture, Global Education, Interdisciplinary Approach, Japanese, Languages, Multicultural Education, Non Western Civilization, Social Studies

Identifiers—*Japan

This booklet is the printed version of an on-line database of teaching materials on Japan. The book is divided into four parts. Each part contains bibliographic information on resources for teaching about Japan at specific grade levels or subject areas. Part 1, "Elementary School Materials," includes: (1) "Art Education"; (2) "Geography"; (3) "Global Education"; (4) "Japanese Language"; (5) "Language Arts"; and (6) "Social Studies." Part 2, "Secondary School Materials," contains: (1) "Art Education"; (2) "Economics"; (3) "Geography"; (4) "Global Education"; (5) "Japanese Language"; (6) "Language Arts"; (7) "Social Studies"; and (8) "World History." Part 3, "K-12 School Materials," includes: (1) "Art Education"; (2) "Economics"; (3) "Geography"; (4) "Global Education"; (5) "Japanese Language"; (6) "Language Arts"; (7) "Social Studies"; and (8) "World History." Part 4, "Appendix," contains an order form for ERIC Documents. (EH)

BEST COPY AVAILABLE

APPENDIXES

ERIC -At-A-Glance

(ERIC System Components Graphically Displayed)

ERIC Ready Reference #19
August 1997

ERIC

System Funding and Management

U.S. DEPARTMENT OF EDUCATION
OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT
NATIONAL LIBRARY OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER

Clearinghouses (16)

Adult, Career, and Vocational Education **CE**	Assessment and Evaluation **TM**	Community Colleges **JC**	Counseling and Student Services **CG**	Disabilities and Gifted Education **EC**	Educational Management **EA**	Elementary and Early Childhood Education **PS**	Higher Education **HE**
Information and Technology **IR**	Languages and Linguistics **FL**	Reading, English, and Communication **CS**	Rural Education and Small Schools **RC**	Science, Mathematics, & Environmental Education **SE**	Social Studies/ Social Science Education **SO**	Teaching and Teacher Education **SP**	Urban Education **UD**

Adjunct Clearinghouses (10)

Child Care **(To PS)**	Clinical Schools **(To SP)**	Consumer Education **(To CE)**	Entrepreneurship Education **(To JC)**	ESL Literacy Education **(To FL)**
International Civic Education **(To SO)**	Law-Related Education **(To SO)**	Service-Learning **(To SO)**	Test Collection **(To TM)**	U.S.-Japan Studies **(To SO)**

System Support Services (4)

- **ERIC Processing and Reference Facility** *(Database Management)*
- **ERIC Document Reproduction Service (EDRS)** *(Micrographics and Document Delivery)*
- **ACCESS ERIC** *(Outreach)*
- **U.S. Government Printing Office (GPO)** *(Publishing **Resources in Education**)*

Private Sector

Vendors Offering ERIC-Related Services

ERIC Bibliographic Database Vendors

Online Access	CD-ROM
Data Star Knight-Ridder (Dialog) OCLC Ovid Technologies	EBSCO Knight-Ridder (Dialog) National Information Services Co. (NISC) Oryx Press SilverPlatter Information

ERIC Document/Article Delivery Services

Documents (Microfiche/Paper Copies)	Journal Article Reprints
DynEDRS, Inc. (Operator of EDRS)	CARL, Inc. — UnCover Service Institute for Scientific Information (ISI) — Genuine Article Service University Microfilms International (UMI) — Article Reprint Service

Publishing

Current Index to Journals in Education (CIJE)	— Oryx Press
Resources in Education (RIE) Annual Indexes	— Oryx Press
Thesaurus of ERIC Descriptors	— Oryx Press

ERIC Information Resources; Referral Databases; Digests in Full Text, Internet-Based Files/Services

America Online
CompuServe (gateway)
Internet (various locations providing database segments, digest full text, electronic library services, etc.)

Public Sector

Users

Administrators; Counselors; Curriculum and Program Developers; Journalists; Librarians; Media Staff; Parents; Policymakers; Researchers; School Boards; Students; and Teachers

94

95

Prepared by the:
ERIC Processing and Reference Facility, 1100 West Street, 2nd Floor, Laurel, Maryland 20707-3598; Tel.: 301-497-4080; Toll Free: 800-799-3742; FAX: 301-953-0263; e-mail: ericfac@inet.ed.gov; WWW: http://ericfac.piccard.csc.com

ERIC NETWORK COMPONENTS

The ERIC network of organizations is comprised of the following major components:

• ERIC Program Office

The central funding and monitoring unit within the U.S. Department of Education, Office of Educational Research and Improvement (OERI). Responsible for overall management of the ERIC network.

Educational Resources Information Center (ERIC)
National Library of Education (NLE)
Office of Educational Research and Improvement (OERI)
555 New Jersey Avenue, N.W.
Washington, DC 20208-5721
Telephone: 202-219-2221
FAX: 202-219-1817
e-mail: eric@inet.ed.gov

• ERIC Clearinghouses

Sixteen contractors from the academic and not-for-profit sectors, each responsible for collecting the significant educational literature within their particular scope of interest area (e.g., career education), selecting the highest quality and most relevant material, processing (i.e., cataloging, indexing, abstracting) the selected items for input to the database, and also for synthesizing the literature and providing information analysis products (e.g., Digests) and various user services. (See list on p. 2-3.)

• Adjunct ERIC Clearinghouses

Various organizations that cooperate with ERIC Clearinghouses at no cost to ERIC to cover a particular specialized area of education in which they have a special interest, e.g., consumer education. (See list on p. 4.)

• ERIC Support Components

Four components providing various specialized technical services in support of the ERIC Program Office, ERIC Clearinghouses, and each other: e.g., centralized database management and abstract journal production, document delivery and micrographics, outreach and user services, and commercial publishing (*Current Index to Journals in Education* (CIJE) and ERIC *Thesaurus*). (See list on p.4.)

ERIC Clearinghouse on ADULT, CAREER, AND VOCATIONAL EDUCATION (CE)

Ohio State University
Center on Education and Training for Employment
1900 Kenny Road
Columbus, Ohio 43210-1090
Telephone: 614-292-4353; **Toll Free:** 800-848-4815
FAX: 614-292-1260
e-mail: ericacve@postbox.acs.ohio-state.edu

All levels of adult and continuing education from basic literacy training through professional skill upgrading. The focus is upon factors contributing to the purposeful learning of adults in a variety of life situations usually related to adult roles (e.g., occupation, family, leisure time, citizenship, organizational relationships, retirement, and so forth). [Includes input from Adjunct ERIC Clearinghouse on Consumer Education.]

ERIC Clearinghouse on ASSESSMENT AND EVALUATION (TM)

Catholic University of America
210 O'Boyle Hall
Washington, DC 20064-4035
Telephone: 202-319-5120; **Toll Free:** 800-464-ERIC (3742)
FAX: 202-319-6692
e-mail: eric_ae@cua.edu

All aspects of tests and other measurement devices. The design and methodology of education-related research, measurement, and evaluation. The evaluation of educational programs and projects. The application of tests, measurement, and evaluation devices/instrumentation in education projects and programs. [Includes input from Adjunct ERIC Clearinghouse for the Test Collection.]

ERIC Clearinghouse for COMMUNITY COLLEGES (JC)

University of California at Los Angeles (UCLA)
405 Hilgard Avenue, 3051 Moore Hall
P.O. Box 951521
Los Angeles, California 90024-1521
Telephone: 310-825-3931; **Toll Free:** 800-832-8256
FAX: 310-206-8095
e-mail: ericcc@ucla.edu

Development, administration, and evaluation of two-year public and private community and junior colleges, technical institutes,and two-year branch university campuses. Two-year college students, faculty, staff, curricula, programs, support services, libraries, and community services. Linkages between two-year colleges and business/industrial/community organizations. Articulation of two-year colleges with secondary and four-year postsecondary institutions. [Includes input from Adjunct ERIC Clearinghouse on Entrepreneurship Education.]

ERIC Clearinghouse on COUNSELING AND STUDENT SERVICES (CG)

University of North Carolina at Greensboro
School of Education
201 Ferguson
Greensboro, North Carolina 27412
Telephone: 910-334-4114; **Toll Free:** 800-414-9769
FAX: 910-334-4116
e-mail: ericcas2@dewey.uncg.edu

Preparation, practice, and supervision of counselors at all educational levels and in all educational settings. Theoretical development of counseling and guidance, as it pertains to education, including the nature of relevant human characteristics. Use and results of personnel practices and procedures. Group process (counseling, therapy, dynamics) and case work in education settings.

ERIC Clearinghouse on DISABILITIES AND GIFTED EDUCATION (EC)

Council for Exceptional Children (CEC)
1920 Association Drive
Reston, Virginia 20191-1589
Telephone: 703-264-9474; **Toll Free:** 800-328-0272
FAX: 703-620-2521
e-mail: ericec@cec.sped.org

All aspects of the education and development of persons (of all ages) who have disabilities or who are gifted, including the delivery of all types of education-related services to these groups. Includes prevention, identification and assessment, intervention, and enrichment for these groups, in both regular and special education settings.

ERIC Clearinghouse on EDUCATIONAL MANAGEMENT (EA)

University of Oregon (Dept. 5207)
1787 Agate Street
Eugene, Oregon 97403-5207
Telephone: 541-346-5043; **Toll Free:** 800-438-8841
FAX: 541-346-2334
e-mail: ppiele@oregon.uoregon.edu

All aspects of the governance, leadership, administration, and structure of public and private educational organizations at the elementary and secondary levels, including the provision of physical facilities for their operation.

ERIC Clearinghouse on ELEMENTARY AND EARLY CHILDHOOD EDUCATION (PS)

University of Illinois at Urbana-Champaign
Children's Research Center, Room 9
51 Gerty Drive
Champaign, Illinois 61820-7469
Telephone: 217-333-1386; **Toll Free:** 800-583-4135
FAX: 217-333-3767
e-mail: ericeece@uiuc.edu

All aspects of the physical, cognitive, social, emotional, educational, and cultural development of children, from birth through early adolescence. Among the topics covered are: prenatal and infant development and care; parent education; home and school relationships; learning theory research and practice related to children's development; preparation of early childhood teachers and caregivers; and educational programs and community service for children. [Includes input from Adjunct ERIC Clearinghouse for Child Care.]

ERIC Clearinghouse on HIGHER EDUCATION (HE)

George Washington University
One Dupont Circle, N.W., Suite 630
Washington, DC 20036-1183
Telephone: 202-296-2597; **Toll Free:** 800-773-ERIC (3742)
FAX: 202-452-1844
e-mail: eriche@inet.ed.gov

All aspects of the conditions, programs, and problems at colleges and universities providing higher education (i.e., four-year degrees and beyond). This includes: governance and management; planning; finance; inter-institutional arrangements; business or industry programs leading to a degree; institutional research at the college/university level; Federal programs; legal issues and legislation; professional education (e.g., medicine, law, etc.) and professional continuing education.

ERIC Clearinghouse on INFORMATION & TECHNOLOGY (IR) Syracuse University

Center for Science and Technology, 4th Floor, Room 194
Syracuse, New York 13244-4100
Telephone: 315-443-3640
Toll Free: 800-464-9107
FAX: 315-443-5448
e-mail: eric@ericir.syr.edu

AskERIC (Question-answering service via Internet): askeric@ericir.syr.edu

Educational technology and library/information science at all academic levels and with all populations, including the preparation of professionals. The media and devices of educational communication, as they pertain to teaching and learning (in both conventional and distance education settings). The operation and management of libraries and information services. All aspects of information management and information technology related to education.

ERIC Clearinghouse on LANGUAGES AND LINGUISTICS (FL)

Center for Applied Linguistics (CAL)
1118 22nd Street, N.W.
Washington, DC 20037-1214
Telephone: 202-429-9292; **Toll Free:** 800-276-9834
FAX: 202-659-5641
e-mail: eric@cal.org

Languages and language sciences. All aspects of second language instruction and learning in all commonly and uncommonly taught languages, including English as a second language. Bilingualism and bilingual education. Cultural education in the context of second language learning, including intercultural communication, study abroad, and international educational exchange. All areas of linguistics, including theoretical and applied linguistics, sociolinguistics, and psycholinguistics. [Includes input from Adjunct ERIC Clearinghouse on ESL Literacy Education.]

ERIC Clearinghouse on READING, ENGLISH, AND COMMUNICATION (CS)

Indiana University
Smith Research Center, Suite 150
2805 East 10th Street
Bloomington, Indiana 47408-2698
Telephone: 812-855-5847; **Toll Free:** 800-759-4723
FAX: 812-855-4220
e-mail: ericcs@ucs.indiana.edu

Reading and writing, English (as a first language), and communication skills (verbal and nonverbal), kindergarten through college. Includes family or intergenerational literacy. Research and instructional development in reading, writing, speaking, and listening. Identification, diagnosis, and remediation of reading problems. Speech communication (including forensics), mass communication (including journalism), interpersonal and small group interaction, oral interpretation, rhetorical and communication theory, and theater/drama. Preparation of instructional staff and related personnel in all the above areas.

ERIC Clearinghouse on RURAL EDUCATION AND SMALL SCHOOLS (RC)

Appalachia Educational Laboratory (AEL)
1031 Quarrier Street, Suite 607, P.O. Box 1348
Charleston, West Virginia 25325-1348
Telephone: 304-347-0465; **Toll Free:** 800-624-9120
FAX: 304-347-0487
e-mail: lanhamb@ael.org

Curriculum and instructional programs and research/evaluation efforts that address the education of students in rural schools or districts, small schools wherever located, and schools of districts wherever located that serve American Indian and Alaskan natives, Mexican Americans, and migrants, or that have programs related to outdoor education. Includes the cultural, ethnic, linguistic, economic, and social conditions that affect these educational institutions and groups. Preparation programs, including related services, that train education professionals to work in such contexts.

ERIC Clearinghouse for SCIENCE, MATHEMATICS, AND ENVIRONMENTAL EDUCATION (SE)

Ohio State University
1929 Kenny Road
Columbus, Ohio 43210-1080
Telephone: 614-292-6717; **Toll Free:** 800-276-0462
FAX: 614-292-0263
e-mail: ericse@osu.edu

Science, mathematics, engineering/technology, and environmental education at all levels. The following topics when focused on any of the above broad scope areas: applications of learning theory; curriculum and instructional materials; teachers and teacher education; educational programs and projects; research and evaluative studies; applications of educational technology and media.

ERIC Clearinghouse for SOCIAL STUDIES/ SOCIAL SCIENCE EDUCATION (SO)

Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, Indiana 47408-2698
Telephone: 812-855-3838; **Toll Free:** 800-266-3815
FAX: 812-855-0455
e-mail: ericso@.indiana.edu

All aspects of Social Studies and Social Science Education, including values education (and the social aspects of environmental education and sex education), international education, comparative education, and cross-cultural studies in all subject areas (K-12). Ethnic heritage, gender equity, aging, and social bias/discrimination topics as they pertain to education. Also covered are music, art, and architecture as related to the fine arts. [Includes input from Adjunct ERIC Clearinghouses for U.S.-Japan Studies, Law-Related Education, International Civic Education, and Service-Learning.]

ERIC Clearinghouse on TEACHING AND TEACHER EDUCATION (SP)

American Association of Colleges for Teacher Education (AACTE)
One Dupont Circle, N.W., Suite 610
Washington, DC 20036-1186
Telephone: 202-293-2450; **Toll Free:** 800-822-9229
FAX: 202-457-8095
e-mail: ericsp@inet.ed.gov

School personnel at all levels. Teacher recruitment, selection, licensing, certification, training, preservice and inservice preparation, evaluation, retention, and retirement. The theory, philosophy, and practice of teaching. Organization, administration, finance, and legal issues relating to teacher education programs and institutions. All aspects of health, physical, recreation, and dance education. [Includes input from Adjunct ERIC Clearinghouse on Clinical Schools.]

ERIC Clearinghouse on URBAN EDUCATION (UD)

Teachers College, Columbia University
Institute for Urban and Minority Education
Main Hall, Room 303, Box 40
525 West 120th Street
New York, New York 10027-6696
Telephone: 212-678-3433; **Toll Free:** 800-601-4868
FAX: 212-678-4012
e-mail: eric-cue@columbia.edu

The educational characteristics and experiences of the diverse racial, ethnic, social class, and linguistic populations in urban (and suburban) schools. Curriculum and instruction of students from these populations and the organization of their schools. The relationship of urban schools to their communities. The social and economic conditions that affect the education of urban populations, with particular attention to factors that place urban students at risk educationally, and ways that public and private sector policies can improve these conditions.

BEST COPY AVAILABLE

ADJUNCT ERIC CLEARINGHOUSES

Adjunct ERIC CH on Child Care
National Child Care Information Center
301 Maple Avenue, Suite 602
Vienna, Virginia 22180
Telephone: 703-938-6555; **Toll Free:** 800-616-2242
FAX: 800-716-2242
e-mail: agoldstein@acf.dhhs.gov

Adjunct ERIC CH on Clinical Schools
American Association of Colleges for Teacher Education (AACTE)
One Dupont Circle, NW, Suite 610
Washington, DC 20036-1186
Telephone: 202-293-2450; **Toll Free:** 800-822-9229
FAX: 202-457-8095
e-mail: iabdalha@inet.ed.gov

Adjunct ERIC CH on Consumer Education
National Institute for Consumer Education (NICE)
207 Rackham Building, West Circle Drive
Eastern Michigan University
Ypsilanti, Michigan 48197-2237
Telephone: 313-487-2292; **Toll Free:** 800-336-6423
FAX: 313-487-7153
e-mail: nice@emuvax.emich.edu

Adjunct ERIC CH on Entrepreneurship Education
University of California at Los Angeles (UCLA)
Moore Hall A325G
405 Hilgard Avenue
Los Angeles, California 90095-1521
Telephone: 310-206-9549; **Toll Free:** 888-423-5233
FAX: 310-206-8095
e-mail: celcee @ucla.edu

Adjunct ERIC CH for ESL Literacy Education
National Clearinghouse for Literacy Education (NCLE)
Center for Applied Linguistics (CAL)
1118 22nd Street, NW
Washington, DC 20037-0037
Telephone: 202-429-9292, Ext. 200; **Toll Free:** —
FAX: 202-659-5641
e-mail: ncle@cal.org

Adjunct ERIC CH for International Civic Education
Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, Indiana 47408-2698
Telephone: 812-855-3838; **Toll Free:** 800-266-3815
FAX: 812-855-0455
e-mail: patrick@indiana.edu

Adjunct ERIC CH for Law-Related Education
Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, Indiana 47408-2698
Telephone: 812-855-3838; **Toll Free:** 800-266-3815
FAX: 812-855-0455
e-mail: patrick@indiana.edu

Adjunct ERIC CH for Service-Learning
University of Minnesota
College of Education and Human Development
VoTech Building, R-460
1954 Buford Avenue
St. Paul, Minnesota 55108
Telephone: 612-625-6276; **Toll Free:** 800-808-SERV
FAX: 612 625-6277
e-mail: serv@maroon.tc.umn.edu

Adjunct ERIC CH for the Test Collection
Educational Testing Service (ETS)
ETS Test Collection
Rosedale and Carter Roads
Princeton, New Jersey 08541
Telephone: 609-734-5737; **Toll Free:** —
FAX: 609-683-7186
e-mail: mhalpern@ets.org

Adjunct ERIC CH for United States-Japan Studies
Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, Indiana 47408-2698
Telephone: 812-855-3838; **Toll Free:** 800-266-3815
FAX: 812-855-0455
e-mail: japan@indiana.edu

ERIC SUPPORT COMPONENTS

CENTRALIZED DATABASE MANAGEMENT (And Abstract Journal Production)

ERIC Processing and Reference Facility
Computer Sciences Corporation
1100 West Street, 2d Floor
Laurel, Maryland 20707-3598
Tel.: 301-497-4080; **Toll Free:** 800-799-ERIC (3742)
FAX: 301-953-0263
e-mail: ericfac@inet.ed.gov

OUTREACH AND USER SERVICES

ACCESS ERIC
Aspen Systems Corporation
1600 Research Boulevard
Rockville, Maryland 20850-3172
Tel.: 301-519-5157; **Toll Free:** 800-LET-ERIC (538-3742)
FAX: 301-309-2084
e-mail: acceric@inet.ed.gov

DOCUMENT DELIVERY AND MICROGRAPHICS

ERIC Document Reproduction Service (EDRS)
DynEDRS Corporation
7420 Fullerton Road, Suite 110
Springfield, Virginia 22153-2852
Tel.: 703-440-1400; **Toll Free:** 800-443-ERIC (3742)
FAX: 703-440-1408
e-mail: service@edrs.com

CIJE AND THESAURUS PUBLISHING

Oryx Press
4041 North Central Avenue at Indian School
Suite 700
Phoenix, Arizona 85012-3397
Tel.: 602-265-2651; **Toll Free:** 800-279-ORYX (6799)
FAX: 800-279-4663; 602-265-6250
e-mail: info@oryxpress.com

BEST COPY AVAILABLE

SHIPPING INFORMATION

CUSTOMER NAME | DATE

TITLE

ORGANIZATION

ADDRESS (NOTE: UPS and Federal Express will NOT deliver to a P.O. Box)

CITY | STATE | ZIP CODE OR INTERNATIONAL POSTAL CODE

PROVINCE/TERRITORY | COUNTRY

PHONE NUMBER
Day Evening | FAX NUMBER

E-MAIL ADDRESS

METHOD OF PAYMENT

❑ Check or Money Order (U.S. dollars only)

❑ Purchase Order (domestic only) #_____
ATTACH P.O. ORIGINAL TO ORDER FORM

❑ Deposit Account (6 characters)

❑ MasterCard (16 digits)

❑ VISA (13-16 digits)

ACCOUNT NUMBER | EXPIRATION DATE

CARDHOLDER'S NAME (PRINT OR TYPE) | SIGNATURE REQUIRED

Billing Address (if other than shipping above)

Tax Exempt #, if applicable
IF TAX EXEMPT, A COMPLETED EXEMPTION CERTIFICATE MUST ACCOMPANY ORDER

REQUEST FOR DOCUMENTS

ED NUMBER	# OF PAGES	DOCUMENT PRICE	QUANTITY MF	QUANTITY PC	TOTAL PRICE

Subtotal	
Standard Shipping	
Additional Optional Charges	
Tax	
TOTAL COST	

Residents of VA must add sales tax

ALL SALES ARE FINAL

REVISED: 1/1/97

ERIC DOCUMENT
ORDER FORM

ERIC®

DOCUMENT REPRODUCTION SERVICE

Operated by DynEDRS, Inc.
Fed ID # 54-1828547
7420 Fullerton Road, Suite 110
Springfield, VA 22153-2852

ORDER ANYTIME
24 HOURS A DAY, 7 DAYS A WEEK, BY

- **PHONE:** 1-800-443-ERIC* (3742) or 703-440-1400
- **FAX:** 703-440-1408
- **E-MAIL:** service@edrs.com
- **WWW:** http://edrs.com

- **Standard Service (processing and delivery) for domestic customers is 7-12 business days.**
- Shipping and any optional charges are based on the subtotal cost of the document(s).
- Rush orders received by 4:00 pm EST are shipped by COB the next business day, via next day air or fax.
- UPS rates for regular shipping are flat rate regardless of zone.

*After normal business hours, 8:00 am - 6:00 pm EST, M-F, voice-mail is available for your ordering convenience.

INSTRUCTIONS—ENTER THE FOLLOWING:

- **6-digit ED number**
- **number of pages** in document
- **document price** (price schedule on reverse side)
- **quantity** specify microfiche **(MF)** or paper copy **(PC)**
- **total price** per document
- **standard shipping charges**—*separate from optional charges below* (see charts on reverse side)
- **optional charges** from below, if any

OPTIONAL CHARGES—Domestic Only

RUSH SERVICE (1 BUSINESS DAY)	*COST*
❑ Next day air	$17.00
❑ Fax $ 3.0 x ____ (# pages) + $5.00 =	$____
MID-LEVEL SERVICE (3-8 BUSINESS DAYS)	
❑ Next day air	$12.00
❑ 2 day air	$ 5.00
❑ 3 day air	$ 3.00
❑ Fax $ 3.0 x _____ (# pages) =	$____

Enter cost in Optional Charges box at left *in addition* to standard shipping charge.

(OVER)

BEST COPY AVAILABLE

ERIC DOCUMENT PRICE SCHEDULE*

- Based on number of pages in original document
- Prices are per document copy

PAPER COPY (PC)			MICROFICHE (MF)		
Price Code	No. of Pages	Price	Price Code	No. of Pages	Price
PC01	1—25	$4.08	MF01	1—480	$1.38
PC02	26—50	$8.16	MF02	481—576	$1.63
PC03	51—75	$12.24	MF03	577—672	$1.88
PC04	76—100	$16.32	MF04	673—768	$2.13
PC05	101—125	$20.40	MF05	769—864	$2.38
PC06	126—150	$24.48	MF06	865—960	$2.63
PC07	151—175	$28.56	MF07	961—1056	$2.88
Each additional 25 pages or fraction = $4.08			Each additional 96 pages (1 microfiche) or fraction = $.25		

*EDRS prices effective January 1, 1997—December 31, 1997

STANDARD SHIPPING RATES & INFORMATION

DOMESTIC CUSTOMERS ONLY

Shipping rates apply to all orders, and are a separate cost from any optional charges.

- All Paper Copy (PC) orders ship via UPS
- All Microfiche (MF) orders over $25.00 ship via UPS
- All Microfiche (MF) orders $25.00 or less ship via U.S. Postal Service First Class
- Shipping costs are subject to change without notice

PC & MIXED MF/PC ORDERS RATE CHART	
ORDER VALUE	SHIP COST
UNDER $25.00	$3.75
$25.01—$50.00	$4.65
$50.01—$75.00	$5.15
$75.01—$100.00	$5.65
$100.01—$125.00	$6.15
$125.01—$150.00	$6.65
$150.01—$175.00	$7.15
$175.01—$200.00	$7.65
OVER $200.00	$8.15

MICROFICHE ONLY RATE CHART	
MF COST	SHIP COST
$1.38—$1.88	$0.55
$1.89—$4.99	$1.00
$5.00—$7.30	$1.25
$7.31—$9.72	$1.50
$9.73—$12.31	$1.70
$12.32—$14.56	$1.95
$14.57—$17.15	$2.15
$17.16—$19.40	$2.40
$19.41—$25.00	$3.75

INTERNATIONAL CUSTOMERS

- Current international postage rates in effect based on weight and destination
- Please contact EDRS for shipping estimate

GENERAL INFORMATION

- DOCUMENT AVAILABILITY—ERIC uses 3 codes to indicate the format in which a document is available
  - **Level 1**—available in both paper and microfiche
  - **Level 2**—available in microfiche only
  - **Level 3**—not available through EDRS; see "Available From" in the abstract for source information
- EJ ARTICLES—EJ articles are **NOT** available through EDRS. For copies contact:
  - ISI (Institute for Scientific Information): 800-523-1850 or 215-386-0100
  - UMI: 800-248-0360 or 415-433-5500
- PAPER COPY (PC)—A Paper Copy is a laser-printed reproduction of electronic images created from the microfiche of the original document. Each paper copy has a Vellum Bristol cover to identify and protect the document.
- PAYMENT
  - Prices set forth herein do not include any sales, use, excise, or similar taxes that may apply to the sale of microfiche or paper copy to the customer. The cost of such taxes, if any, shall be borne by the customer.
  - Payment terms are **NET THIRTY (30) DAYS** by check or money order payable to EDRS in **U.S. DOLLARS** drawn on a **U.S. BANK.**
  - The DynEDRS, Inc. Federal ID # is 54-1828547
  - REPRODUCTION—Permission to further reproduce a copyrighted document provided hereunder must be obtained from the copyright holder, usually noted on the front or back of the title page of the copyrighted document.
- CLAIMS POLICY—**ALL SALES ARE FINAL**. EDRS will replace products returned within 30 days of delivery due solely to reproduction defects or incompleteness caused by EDRS.

DEPOSIT ACCOUNTS

Customers who have a continuing need for ERIC Documents may wish to open a **Deposit Account.** Payments in U.S. dollars drawn on a U.S. bank may be made by check, money order, purchase order (domestic customers only), or by credit card (MasterCard or Visa).

- DOMESTIC CUSTOMERS can establish an account for a **$200.00 suggested** minimum. If tax exempt, include a copy of the tax exempt certificate.
- INTERNATIONAL CUSTOMERS can establish an account for a recommended minimum of $500.

OTHER EDRS PRODUCTS

- Standing Orders and Backfiles for either the FULL ERIC COLLECTION or individual CLEARINGHOUSE COLLECTIONS are available.
- EDRS also offers TOPICAL COLLECTIONS in several subject areas.

For more information, please contact a Customer Service Representative.

BEST COPY AVAILABLE